



Flournoy Union
Elementary School District

PO Box 2260; 15850 Paskenta Rd. Flournoy, CA 96029

www.flournoyschool.org 530-833-5331; 530-833-5332 fax

BOARD MEETING AGENDA

Tuesday, November 9, 2021 at 6:15 pm

MISSION STATEMENT: The Mission of Flournoy Elementary School is to provide academic excellence, responsible citizens, and a lifelong desire for learning in a safe environment.

DATE: Tuesday, November 9, 2021 at 6:15 pm
TYPE: Public Hearing Board Meeting
LOCATION: Via web conference.

To participate in the live meeting click on the link below.

Join Zoom Meeting

<https://us04web.zoom.us/j/76189952111?pwd=Vmc0UmpONTd4RVVGSGFsQ3ZuSUlsUT09>

Meeting ID: 761 8995 2111 BPasscode: 5D9f62

PUBLIC HEARING NOTICE POSTED: 10/29/2021 Flournoy School, Flournoy Store and Paskenta Store
BOARD MEETING AGENDA POSTED: 11/05/2021 Flournoy School, Flournoy Store and Paskenta Store

1. PUBLIC MEETING CALL TO ORDER BY PRESIDING OFFICER _____, at _____ p.m.

Roll call

Patrick Archer _____
Cathy Bjornestad-Tobin _____
Tyson Carter _____
Sara Valoroso _____
Mike Sanderson _____

PUBLIC COMMENT PERTAINING TO AGENDA

Comments on Closed Session Agenda Items, (below). Any person wishing to speak to any item on the Closed Session Agenda will be granted three minutes to make a presentation.

Comments from the Floor: At this time, any person wishing to speak to any item not on the Agenda will be granted three minutes to make a presentation. No action may be taken at this meeting on items addressed during these comments.

Comments on Agenda Items: At this time, any person wishing to speak to any item on the Agenda will be granted three minutes to make a presentation.

2. PLEDGE OF ALLEGIANCE

Recognize staff present:

Rachel Davis, Superintendent _____
Melinda Flournoy, Business Manager _____
Amanda Taylor, Teacher _____
Cody Weston, Custodian _____
Mei Vance, Instructional Aide _____
Sandra Palafox, Instructional Aide _____
Maria Herrera _____
Deborah Hammons _____

3. **ADOPTION OF AGENDA**

____/____/____
Motion/Second Ayes/Noes /Abstain

4. **APPROVAL OF MINUTES FROM THE MEETINGS OF: Tuesday, September 21, 2021 no meeting in October**

____/____/____
Motion/Second Ayes/Noes /Abstain

5. **COMMENTS**

1. From members of the Board of Education
2. From the Superintendent and Business Manager
3. From the Staff/Teachers

6. **GENERAL FUNCTION CONSENT ITEMS**

1. Bills and warrants for: **September & October 2021**
2. MOUs/Agreements: **NONE**

____/____/____
Motion/Second Ayes/Noes /Abstain

7. **PUBLIC HEARING:**

This meeting is declared a public hearing for the purpose of allowing members of the public to discuss the Educator Effectiveness Expenditure plan and approved at a subsequent regular meeting that will be held on or before December 30, 2021.

1. Discussion only of the Educator Effectiveness Expenditure Plan.

8. **DISCUSSION/ACTION ITEMS** (Attachments)

1. Appointment and Oath for Phillip Mike Sanderson to fill board vacancy

____/____/____
Motion/Second Aye/Noes /Abstain

2. Consider approval of the Quarterly Report on Williams Uniform Complaints for the reporting quarter of October 2021

____/____/____
Motion/Second Aye/Noes /Abstain

3. Discuss and approve the 2021-22 Wellness Plan

____/____/____
Motion/Second Aye/Noes /Abstain

4. Consider approval of Form J-13A Requesting for Allowance of Attendance Due to Emergency Conditions

____/____/____
Motion/Second Aye/Noes /Abstain

5. Discuss and Consider approval to increase the Substitute Teacher's Daily Rate

____/____/____
Motion/Second Aye/Noes /Abstain

6. Consider approval of the board policy BP 1240 Volunteer Assistance

____/____/____
Motion/Second Aye/Noes /Abstain

7. Discussion only regarding Local Performance Indicator and Self-Reflection updated in the California School Dashboard (Rachel Davis)

____/____/____
Motion/Second Aye/Noes /Abstain

8. Discuss and consider approval of Estimate for tree removal

____/____/____
Motion/Second Aye/Noes /Abstain

9. Discuss and consider approval of Agreement to prepare Developer Fee Justification
Study by Jack Schreder & Associates, Inc.

____/____/____
Motion/Second Aye/Noes /Abstain

9. **DISCUSSION ON NEXT BOARD MEETING**

1. Next meeting date: **Tuesday, December 14, 2021 at 6:15 p.m.**
2. Possible items for action/discussion
 - Approval of the Educator Effectiveness Plan
 - Developer Fee Report
 - Estimates and Quotes for resurfacing the black top
 - Estimates and Quotes for a Mobile Modular Classroom

9. **FURTHER COMMENTS**

1. From members of the Board of Education
2. From the Superintendent _____ Adjournment at _____ p.m.



Flournoy Union Elementary School District

PO Box 2260; 15850 Paskenta Rd. Flournoy, CA 96029

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BOARD MEETING MINUTES

Tuesday, September 21, 2021 at 6:15 pm

MISSION STATEMENT: The Mission of Flournoy Elementary School is to provide academic excellence, responsible citizens, and a lifelong desire for learning in a safe environment.

DATE: Tuesday, September 21, 2021 at 6:15 pm

TYPE: Public Hearing Board Meeting

LOCATION: Via web conference.

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Meeting ID: 761 8995 2111 BPasscode: 5D9f62

PUBLIC HEARING NOTICE POSTED: 09/10/2021 Flournoy School, Flournoy Store and Paskenta Store

BOARD MEETING AGENDA POSTED: 09/17/2021 Flournoy School, Flournoy Store and Paskenta Store

1. PUBLIC MEETING CALL TO ORDER BY PRESIDING OFFICER SV, at 6:15 p.m.

Roll call

Patrick Archer	<u> X </u>
Cathy Bjornestad-Tobin	<u> X </u>
Tyson Carter	<u> X </u> Via Zoom
Sara Valoroso	<u> X </u>
Vacancy	<u> </u>

PUBLIC COMMENT PERTAINING TO AGENDA

Comments on Closed Session Agenda Items, (below). Any person wishing to speak to any item on the Closed Session Agenda will be granted three minutes to make a presentation.

Comments from the Floor: At this time, any person wishing to speak to any item not on the Agenda will be granted three minutes to make a presentation. No action may be taken at this meeting on items addressed during these comments.

Comments on Agenda Items: At this time, any person wishing to speak to any item on the Agenda will be granted three minutes to make a presentation.

2. PLEDGE OF ALLEGIANCE

Recognize staff present:

Rachel Davis, Superintendent	<u> X </u>
Melinda Flournoy, Business Manager	<u> X </u>
Amanda Taylor, Teacher	<u> </u>
Cody Weston, Custodian	<u> </u>
Mei Vance, Instructional Aide	<u> </u>
Sandra Palafox, Instructional Aide	<u> </u>
Maria Herrera	<u> </u>
Deborah Hammons	<u> </u>

3. **ADOPTION OF AGENDA**

CT / PA 3 / 0 / 0
Motion/Second Ayes/Noes / Abstain

4. **APPROVAL OF MINUTES FROM THE MEETINGS OF: Tuesday, August 10, 2021**

PA / CT 3 / 0 / 0
Motion/Second Ayes/Noes / Abstain

5. **COMMENTS**

1. From members of the Board of Education
2. From the Superintendent and Business Manager
3. From the Staff/Teachers

6. **GENERAL FUNCTION CONSENT ITEMS**

1. Bills and warrants for: **August 2021**
2. MOUs/Agreements: **NONE**

PA / CT 3 / 0 / 0
Motion/Second Ayes/Noes / Abstain

7. **PUBLIC HEARING:**

This meeting is declared a public hearing for the purpose of allowing members of the public to discuss the State Department of Education Instructional Materials for Transitional Kindergarten through grade eight and To consider Scope, Purpose and Other Factors Related to Adoption of Board Policy BP/AR 6158 Independent Study (Ed Code section 51747 (a) and (b), 5 CCR 11701

8. **DISCUSSION/ACTION ITEMS** (Attachments)

1. Consider approval of Resolution Regarding Sufficiency of Instructional Materials and approval of Certification.
PA / CT 3 / 0 / 0
Motion/Second Aye/Noes / Abstain
2. Consider approval of the 2020-2021 Unaudited Actuals for Flournoy School (Pursuant of Ed Code Section 41200)
CT / PA 3 / 0 / 0
Motion/Second Aye/Noes / Abstain
3. Consider approval of the Resolution of Adopting the GANN Limit.
CT / PA 3 / 0 / 0
Motion/Second Aye/Noes / Abstain
4. Discuss and consider to appoint Mike Sanderson as our fifth board member.
CT / PA 3 / 0 / 0
Motion/Second Aye/Noes / Abstain
5. Consider approval of the Expanded Learning Opportunity Grant Plan
PA / CT 3 / 0 / 0
Motion/Second Aye/Noes / Abstain
6. Consider approval of the updated board policy BP/AR 6158 Independent Study
CT / PA 3 / 0 / 0
Motion/Second Aye/Noes / Abstain
7. Consider approval of the updated Independent Study Master Agreement
PA / CT 3 / 0 / 0
Motion/Second Aye/Noes / Abstain
8. Review 2021/22 Budget/LCAP Approval Letter (information only)

8. **DISCUSSION ON NEXT BOARD MEETING**

1. Next meeting date: Tuesday, October 12, 2021 at 6:15 p.m.
2. Possible items for action/discussion
 - Quarterly Report on Williams Uniform Complaints

9. **FURTHER COMMENTS**

1. From members of the Board of Education
2. From the Superintendent _____ Adjournment at 7:05 p.m.

Checks Dated 09/01/2021 through 09/30/2021

Check Number	Check Date	Pay to the Order of	FD-Objt	Comment	Expensed Amount	Check Amount
40220055	09/01/2021	Lane Chiropractic	01-5800	S Palafox Drug Test		30.00
40220056	09/01/2021	Paskenta Community Services District	01-5502	Elkins Water Bill		64.00
40220057	09/01/2021	AT&T/Calnet	01-5901	Phone Bill		86.08
40220058	09/01/2021	Basic Laboratory, Inc.	01-5502	Drinking Water Monitoring		198.40
40220059	09/01/2021	California Safety Company	01-5507	Annual Fire Alarm Test	500.00	
40220060	09/01/2021	Coastal Business Systems Inc.	01-5500	Monthly Central Station Monitoring	50.00	550.00
40220061	09/01/2021	Discovery Education	01-5825	Copier Lease and Usage		555.84
40220062	09/01/2021	Earl's Plumbing	01-5800	Discovery Ed Subscription		500.00
40220063	09/01/2021	Schoolyard Communications	01-5800	Toilet Repairs		204.42
40220064	09/01/2021	J.M. Distributing Dairy Prod.	01-4300	Parents Rights Books		44.35
40220065	09/01/2021	Pacific Gas & Electric Co	13-4700	Milk for Lunches		287.40
40220066	09/01/2021	Michael D. Butler	01-5503	Electric Bill		2,183.59
40220067	09/01/2021	Tehama Co Dept of Education	01-5502	Water Treatment		437.50
			01-5800	S Palafox Fingerprinting	64.00	
			01-7142	2020/21 Bus Replacement Fund	281.00	
			2020/21	Nursing Billback	2,742.00	
			2020/21	Psych Billback	4,264.00	
			Shared	Billback Portion	2,425.00	9,776.00
40220068	09/01/2021	US Bank	01-4300	various	4,316.25	
			01-5800	various	16.40	
			13-4300	various	92.26	
			13-4700	various	762.30	
40220069	09/01/2021	Worthington Direct, LLC	01-4300	New Desks and Partition		5,187.21
40220219	09/02/2021	TCSIG	76-9513	Insurance Premiums	10,086.00	
			76-9522	Insurance Premiums	2,526.00	
			76-9552	Insurance Premiums	795.00	
			76-9553	Insurance Premiums	255.00	13,662.00
Total Number of Checks					16	38,072.89

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL	14	23,268.93
13	CAFETERIA SPEC REV	2	1,141.96
76	WARRANT/PASS-THRU	1	13,662.00

6.1

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

Checks Dated 09/01/2021 through 09/30/2021

Check Number	Check Date	Pay to the Order of	FD-OBJT	Comment	Expensed Amount	Check Amount
			16	Total Number of Checks		38,072.89
				Less Unpaid Tax Liability		.00
				Net (Check Amount)		38,072.89

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

908 - Flournoy School District

Generated for MELINDA FLOURNOY (MFLOURNOY908), Nov 3 2021 9:17AM

Checks Dated 10/01/2021 through 10/29/2021

Check Number	Check Date	Pay to the Order of	FD-OBJT	Comment	Expensed Amount	Check Amount
40221743	10/07/2021	Paskenta Community Services District	01-5502	Elkins Water Bill		128.00
40221744	10/07/2021	AT&T/Cable	01-5501	Phone Bill		87.81
40221745	10/07/2021	Basic Laboratory, Inc.	01-5502	Drinking Water Monitoring		88.40
40221746	10/07/2021	Calif. Dept. of Ed Cde Press	13-4700	Commodities		114.00
40221747	10/07/2021	California Safety Company	01-5507	Central Station Monitoring		50.00
40221748	10/07/2021	CDW Government, Inc.	01-4300	Chromebooks		5,335.25
40221749	10/07/2021	Christy White Associates	01-5802	Second 2020-21 District Audit Bill		2,610.00
40221750	10/07/2021	Coastal Business Systems Inc.	01-5600	Copier Lease		191.80
40221751	10/07/2021	Green Waste	01-5506	Elkins Garbage Bill	359.58	
				Garbage Bill	503.56	
40221752	10/07/2021	J.M. Distributing Dairy Prod.	13-4700	Milk for Lunches		863.14
40221753	10/07/2021	McCoy's Hardware & Farm Supply	01-4300	Staples		568.80
40221754	10/07/2021	Pacific Gas & Electric Co	01-5503	Electric Bill	2,165.98	
				Elkins Electric Bill	281.57	
40221755	10/07/2021	Michael D. Butler	01-5502	Water Operator Service		2,447.55
40221756	10/07/2021	TCSIG	76-9513	Insurance Premiums	3,362.00	
			76-9522	Insurance Premiums	842.00	
			76-9552	Insurance Premiums	265.00	
			76-9553	Insurance Premiums	85.00	
40221757	10/07/2021	Triple R Gas	01-5504	Elkins Propane Bill	78.00	
				Propane Bill	1,434.40	
40221758	10/07/2021	US Bank	01-4300	Various	382.89	
			13-4300	Various	203.63	
			13-4700	Various	402.03	
40221759	10/07/2021	Woods Pest Control	01-5505	Elkins General Pest	95.00	
				General Pest	180.00	
Total Number of Checks					17	19,933.69

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL	14	14,091.23
13	CAFETERIA SPEC REV	3	1,288.46
76	WARRANT/PASS-THRU	1	4,554.00

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

908 - Flourmoy School District

Generated for MELINDA FLOURNOY (MFLOURNOY908), Nov 3 2021 9:18AM

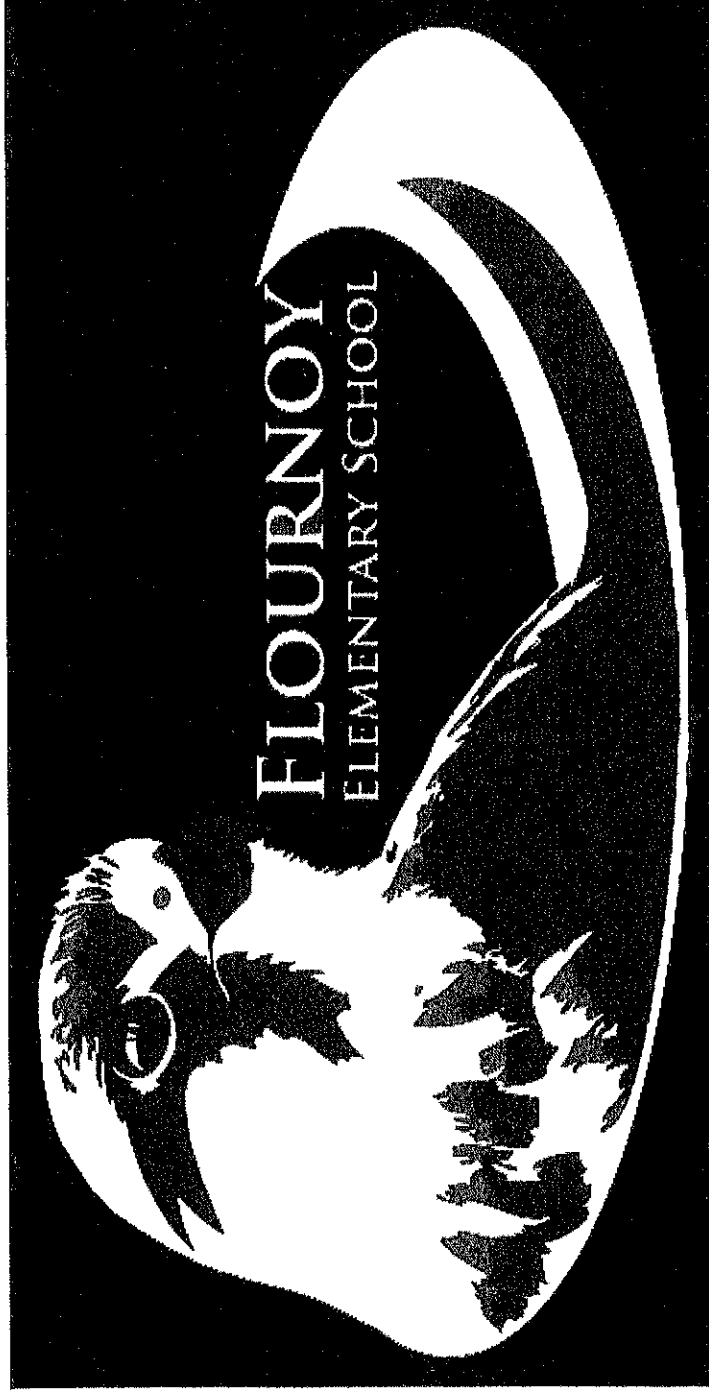
ESCAPE ONLINE
Page 1 of 2

Checks Dated 10/01/2021 through 10/29/2021

Check Number	Check Date	Pay to the Order of	FD-OBJT	Comment	Expensed Amount	Check Amount
Total Number of Checks			17			19,933.69
Less Unpaid Tax Liability						.00
Net (Check Amount)						19,933.69

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

ESCAPE ONLINE
Page 2 of 2



Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Flournoy Union Elementary School District	Rachel Davis Superintendent	rdavis@flournoyschool.org 530-833-5331
Total amount of funds received by the LEA	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
16,911.00	Tuesday, November 9, 2021	Tuesday, December 14, 2021

- (2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
To purchase new standards based curriculum in the following subject areas: English language arts, history-social science, mathematics.	0.00	5637.00	5637.00	5637.00	0.00	16,911.00
Subtotal	0.00	5,637.00	5,637.00	5,637.00	0.00	16,911.00

Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (2)	0.00	5,637.00	5,637.00	5,637.00	0.00	16,911.00
Subtotal Section (3)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (4)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (5)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (6)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (7)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (8)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (9)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (10)	0.00	0.00	0.00	0.00	0.00	0.00
Totals by year	0.00	5,637.00	5,637.00	5,637.00	0.00	16,911.00

Total planned expenditures by the LEA:

16,911.00

Note:

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:

Educator Effectiveness Block Grant 2021 for Flournoy Union Elementary School District

- o Teachers;
- o Administrators;
- o Paraprofessional educators;
- o Classified staff.

Quarterly Report on Williams Uniform Complaints
Education Code 35186(d)

District: Flournoy Union Elementary School District

Person completing this form: Melinda Flournoy Title: Business Manager

Quarterly Report Submission Date: October 2021

Date for information to be reported publicly at governing board meeting: 11/09/2021

Please check the box that applies:

- ☒ No complaints were filed with any school in the district during the quarter indicated above.
- ☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
TOTALS	0	0	0

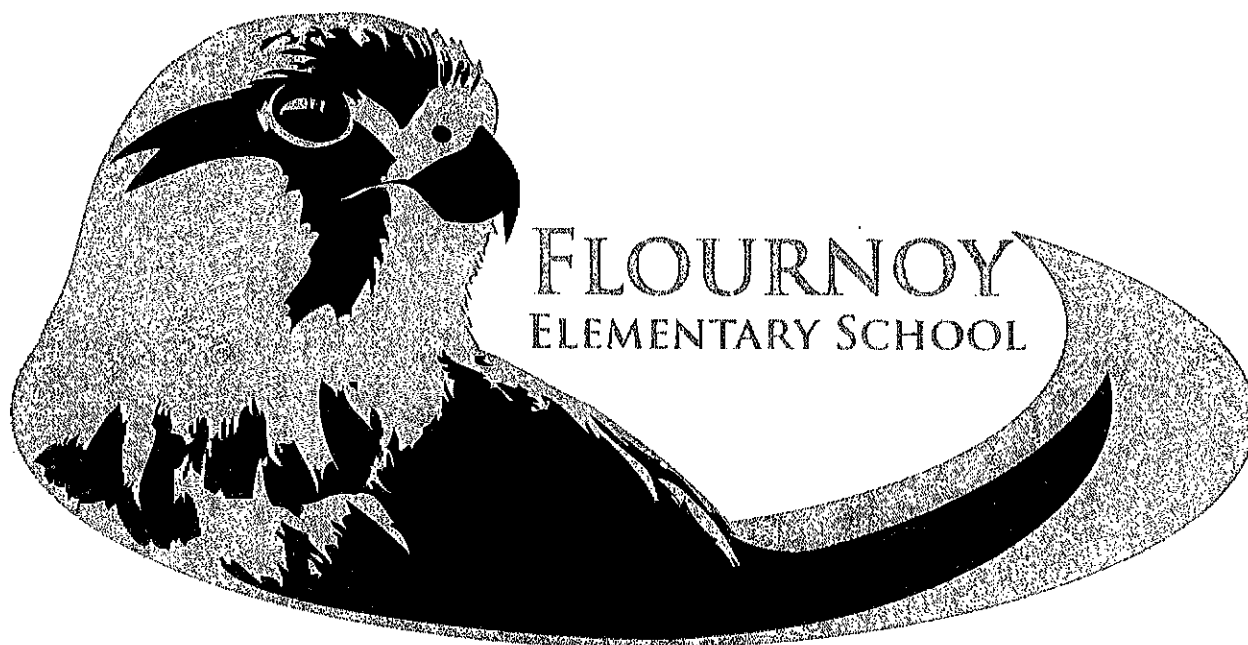
Rachel Davis

Print Name of District Superintendent

Signature of District Superintendent

11/09/2021

Date



Flournoy Elementary School

Wellness Plan

on

Physical Activity and Nutrition

2021-2022

Adopted 11/09/2021

Goals:

The nutrition and physical activity policies in this plan shall meet all federal requirements and is based on nutrition science, public health research, and existing practices to promote the health and well being for our students. The objective is to promote student health to increase attendance and create a better learning environment.

- Children need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive;
- good health fosters student attendance and education;
- obesity rates have doubled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive caloric intake are the predominant causes of obesity;
- heart disease, cancer, stroke, and diabetes are responsible for two-thirds of deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood;
- parental participation is essential to the development and implementation of successful school wellness policies;

To Achieve These Goals:

- The school will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
- All students in grades K-8 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.
- Staff will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, the school will participate in available Federal school meal programs and various fruit and vegetable snack programs.
- The school will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish links between health education and school meal programs, and with related community services.
- The school provides toothbrushes and toothpaste for each student and schedules time each day for students to brush their teeth



1. Nutritional Quality of Foods and Beverages Served on Campus

School Meals (see Exhibit A – sample monthly lunch menu)

Meals served through the National School Lunch Programs will:

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- offer a variety of fruits and vegetables;
- serve only low-fat (1%) white and non-fat chocolate and nutritionally-equivalent non-dairy alternatives (to be defined by USDA); and
- Offer foods from the five food groups daily.
- Lunches are generally prepared and cooked from ingredients with a minimal use of packaged products.
- The school will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

Free and Reduced-priced Meals

Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.

Meal Times and Scheduling

The school:

- will provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- should schedule meal periods at appropriate times, e.g., lunch should be scheduled between noon and 1 p.m.;
- should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will schedule lunch periods to follow recess periods (in elementary schools);
- will provide students access to hand washing or hand sanitizing before they eat meals or snacks; and
- will take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).

Beverages

Parents are encouraged to provide their students with healthy beverages. Recognizing parents have the choice to provide their children with non-recommended beverages, the school makes the following recommendations and only allows recommended beverages during school activities or after-school events.

Recommended: water or seltzer water without added caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain at least 50% fruit juice and that



do not contain additional caloric sweeteners; unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by USDA);

Not recommended: soft drinks containing caloric sweeteners; sports drinks; iced teas; fruit-based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine).



2. Physical Activity Promotion

Nutrition Education and Promotion. The school aims to teach, encourage, and support healthy eating by students. Schools should provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program (incorporated in the curriculum) designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods, and nutrition-related community services;
- teaches media literacy with an emphasis on food marketing; and
- includes training for teachers and other staff.

Integrating Physical Activity into the Classroom Setting. For students to receive the nationally-recommended amount of daily physical activity (i.e., at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons; and
- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Communications with Parents. The district/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district/school will send home nutrition information, post nutrition tips on school websites, and provide copies of school menus. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. The district/school will provide parents a list of foods



that meet the district's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the district/school will provide opportunities for parents to share their healthy food practices with others in the school community.

The district/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

Food Marketing in Schools. School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages served in the school. School-based marketing of brands promoting predominantly low-nutrition foods and beverages is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; in-school television, such as Channel One; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; sales of fruit for fundraisers; and coupons for discount gym memberships.

Staff Wellness. The school highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle.



3. Physical Activity Opportunities and Physical Education

Daily Physical Education (P.E.) K-8.

All students in grades K-8, including students with disabilities, special health-care needs, and in alternative educational settings, will receive daily physical education (or its equivalent of 200 minutes/2 week period) for the entire school year. Student involvement in other activities involving physical activity (e.g., Interscholastic or Intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Daily Recess

Students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

The school does not provide extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity Opportunities Before and After School.

The School will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. Schools will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

After-school child care and enrichment programs will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

Physical Activity and Punishment.

Teachers and other school and community personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (physical education) as punishment.

Safe Routes to School.

The school district will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, the district will work together with local public works, public safety, and/or police departments in those efforts. The school district will explore the availability of federal “safe routes to school” funds, administered by the state department of transportation, to finance such improvements.



Use of School Facilities Outside of School Hours.

School spaces and facilities should be available to students, staff, and community members before and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.



4. Monitoring and Policy Review

Monitoring. The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the school district superintendent or designee.

This plan was prepared and updated by, staff, and school board members during. It was approved at the regular meeting of the Board of Trustees for the Flournoy Union Elementary School District on November 9, 2021.

Rachel Davis, Superintendent/Teacher
Flournoy Union Elementary School District

Sara Valoroso, President
Flournoy Union Elementary School District



CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION A: REQUEST INFORMATION

- This form is used to obtain approval of attendance and instructional time credit pursuant to *Education Code (EC)* sections 41422, 46200, 46391, 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K-12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at <https://www.cde.ca.gov/fig/aa/paf/13a.asp> for information regarding the completion of this form.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

LEA NAME: Flournoy Elementary School District	COUNTY CODE: 52	DISTRICT CODE: 71530	CHARTER NUMBER (IF APPLICABLE): 0
LEA SUPERINTENDENT OR ADMINISTRATOR NAME: Rachel Davis, Superintendent	FISCAL YEAR: 2021-22		
ADDRESS: 15850 Paskenta Road	COUNTY NAME: Tehama		
CITY: Flournoy	STATE: California	ZIP CODE: 96029	
CONTACT NAME: Melinda Flournoy	TITLE: Business Manager	PHONE: 530-833-5331	E-MAIL: mflournoy@flournoyschool.org

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST (Choose only one LEA type):

<input checked="" type="checkbox"/> SCHOOL DISTRICT Choose one of the following: <input checked="" type="checkbox"/> All district school sites <input type="checkbox"/> Select district school sites	<input type="checkbox"/> COUNTY OFFICE OF EDUCATION (COE) Choose one of the following: <input type="checkbox"/> All COE school sites <input type="checkbox"/> Select COE school sites	<input type="checkbox"/> CHARTER SCHOOL
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PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:

<input checked="" type="checkbox"/> SCHOOL CLOSURE: When one or more schools were closed because of conditions described in EC Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per EC Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to EC Section 46200, et seq. <input type="checkbox"/> There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.	<input type="checkbox"/> MATERIAL DECREASE: When one or more schools were kept open but experienced a material decrease in attendance pursuant to EC Section 46392 and CCR, Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to EC Section 46392 and CCR, Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of EC Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency. <input type="checkbox"/> There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.	<input type="checkbox"/> LOST OR DESTROYED ATTENDANCE RECORDS: When attendance records have been lost or destroyed as described in EC Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to EC Section 46391: <i>"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."</i>
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CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION B: SCHOOL CLOSURE

PART I: NATURE OF EMERGENCY (Describe in detail.)

☐ Not Applicable (Proceed to Section C)
☒ Supplemental Page(s) Attached

08/18 & 8/19/21 School closure due to weather conditions resulting in PG&E Public Safety Power Shutoff.
08/24-09/03/21 School closure due to high COVID-19 rates in district/community and County.
09/20/21 School closure due to weather conditions resulting in PG&E Public Safety Power Shutoff.
10/12/21 School closure due to weather conditions resulting in PG&E Public Safety Power Shutoff.

PART II: SCHOOL INFORMATION (Use the supplemental Excel form at <https://www.cde.ca.gov/for/aa/bef/13a.asp> if more than 10 lines are needed for this request. Attach a copy of a school calendar. If the request is for multiple school sites, and the sites have differing school calendars, attach a copy of each different school calendar to the request.)

A	B	C	D	E	F	G	H	I
School Name	School Code	Site Type	Days in School Calendar	Emergency Days Built In	Built in Emergency Days Used	Date(s) of Emergency Closure	Closure Dates Requested	Total Number of Days Requested
Flournoy Elementary School District	52		180	0	0	08/18/2021-08/19/2021	2	2
Flournoy Elementary School District	52		180	0	0	08/24/2021-09/03/2021	9	9
Flournoy Elementary School District	52		180	0	0	09/20/2021	1	1
Flournoy Elementary School District	52		180	0	0	10/12/2021	1	1
								13

PART III: CLOSURE HISTORY (List closure history for all schools in Part II. Refer to the instructions for an example.)

A	B	C	D	E	F
School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No
Flournoy Elementary School District	52	2018	11/16/2018	Poor Air Quality due to Smoke from Camp Fire	No
Flournoy Elementary School District	52	2019	10/09/2019-10/11/2019	PG&E Power Shutoff	Yes
Flournoy Elementary School District	52	2019	10/28/2019-10/29/2019	PG&E Power Shutoff	Yes

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

☒ Not Applicable (Proceed to Section E)

PART I: PERIOD OF REQUEST The entire period covered by the lost or destroyed records commences with _____ up to and including _____.

PART II: CIRCUMSTANCES (Describe below circumstances and extent of records lost or destroyed.)

PART III: PROPOSAL (Describe below the proposal to reconstruct attendance records or estimate attendance in the absence of records.)

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION E: AFFIDAVIT

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS – All applicable sections below must be completed to process this J-13A request.

We, members constituting a majority of the governing board of _____, hereby swear (or affirm) that the foregoing statements are true and are based on official records.

Board Members Names

Board Members Signatures

Sara Valerosa

Tyson Freund-Carter

Cathy Bjornestad-Tobin

Patrick Archer

Phillip (Mike) Sanderson

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this 9th day of November, 2021

Witness: Melinda Flournoy

(Name)

(Signature)

Title: Business Manager of Tehama

County, California

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER (Only applicable to charter school requests)

Superintendent (or designee): Rachel Davis, Superintendent

(Name)

(Signature)

Authorizing LEA Name: _____

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools (or designee): Richard DuVarney

(Name)

(Signature)

Subscribed and sworn (or affirmed) before me, this _____ day of _____, _____

Witness: _____
(Name)

(Signature)

Title: _____ of _____ County, California

COE contact/individual responsible for completing this section:

Name: _____ Title: _____

Phone: _____

E-mail: _____

**REQUEST FOR ALLOWANCE OF ATTENDANCE
DUE TO EMERGENCY CONDITIONS**

Form J-13A

(Revised December 2017)

California Department of Education

School Fiscal Services Division

Website: <https://www.cde.ca.gov/fq/>

Telephone: 916-324-4541

Email: attendanceaccounting@cde.ca.gov

Form J-13A Instructions

Why file:

The Request for Allowance of Attendance Due to Emergency Conditions, Form J-13A is used to obtain approval of attendance and instructional time credit under one or more of the following conditions:

- When one or more schools were closed because of conditions described in *Education Code (EC)* Section 41422.
- When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC* Section 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428.
- When attendance records have been lost or destroyed as described in *EC* Section 46391.

The California Department of Education's (CDE) approval of the J-13A, combined with other attendance records, serve to document the local educational agency's (LEA) compliance with instructional time laws and provide authority to maintain school for less than the required instructional days and minutes without incurring a fiscal penalty to the LEA's Local Control Funding Formula (LCFF) funding.

How to file:

The Form J-13A is available at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp>. Also available on the J-13A Web page are FAQs and supplemental pages for sections B and C in Excel format. All affidavits must have original signatures.

Charter schools must file separately from the authorizing school district or county office of education (COE).

The LEA governing board must approve each request by completing Section E, Affidavit of School District, County Office of Education, or Charter School Governing Board Members. Once the majority of the governing board members have approved the request, the LEA should keep a copy of the request and then submit the original to the county superintendent who must approve the request before it can be submitted to the State Superintendent of Public Instruction, CDE. Charter schools must submit the request to their authorizing LEA for approval, who will then forward to the county superintendent for approval.

The following summarizes the J-13A submittal and CDE review process:

- The county superintendent executes the Affidavit of County Superintendent of Schools, certifying the approval.
- The COE should keep a copy of the request and mail the original request to the listed CDE address.
- Once CDE has received the Form J-13A, the request will go through a review process. If the request is approved, CDE will e-mail the approval letter and a copy of the request to all contacts listed on the form. CDE will also mail a hardcopy of the approval letter. If the request is denied, CDE will e-mail the denial letter and a copy of the request to all contacts listed on the form. CDE will also mail a hardcopy of the denial letter.

Where to file:

Mail the entire original Form J-13A to:
School Fiscal Services Division
California Department of Education
1430 N Street, Suite 3800
Sacramento, CA 95814

General Instructions:

- Multiple emergency events and schools may be included on one Form J-13A. Be sure to include specific detailed information and supporting documents for each event and school.
- If the emergency event resulted in a closure and material decrease, complete sections B and C.
- Supplemental pages for sections B and C are available in Excel format for a request that requires more lines than allocated on Form J-13A.
- Attach supporting documentation. Redact any personally identifiable information. Examples of required supporting documentation:
 - Declaration of a State of Emergency
 - News articles
 - E-mails
 - Invoices

Form J-13A Instructions

- A local safety officer letter for any incident involving police activity, threats, cyber threats, etc.
- A county public health officer letter for any incident involving epidemic-type illness. The letter is to specify that the illness was an epidemic or that there was an increase in the number of cases of a disease above what is normally expected of the population in that area.

SECTION A: REQUEST INFORMATION

Refer to the California School Directory at <https://www.cde.ca.gov/schooldirectory/> for information needed to complete this section.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

- LEA Name – Enter the name of the school district, COE, or charter school submitting the Form J-13A.
- County Code – Enter the two-digit county code associated with this entity.
- District Code – Enter the five-digit district code associated with this entity.
- Charter Number – If this request is for a charter school, enter the charter number associated with this entity.
- LEA Superintendent or Administrator Name – Enter the name of the superintendent or administrator associated with this entity.
- Fiscal Year – Enter the fiscal year of the requested emergency closure, material decrease and/or lost or destroyed attendance records.
- Address – Enter the LEA's full address including:
 - Number and street
 - County name
 - City
 - State
 - Zip code
- Contact Information – Enter a contact person for this request. Include the following:
 - Name
 - Title
 - Phone number
 - E-mail address

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST

Select the LEA type associated with the request and, for a school district or COE request, if all or select school sites are included in the request. Only one LEA type may be selected.

PART III: CONDITION(S) APPLICABLE TO THIS REQUEST

Read each condition carefully and select one or more that apply to this request. In addition, indicate if the request is associated with a Declaration of a State of Emergency by the Governor of California.

SECTION B: SCHOOL CLOSURE

This section is used for closures pursuant to *EC* Section 41422. If the request does not include any school closures, select the "Not Applicable" box on the top right corner and proceed to Section C.

PART I: NATURE OF EMERGENCY

Use this field to describe in detail the nature of the emergency(s) that caused the school closure.

PART II: SCHOOL INFORMATION

The fields below correspond to the columns on Form J-13A.

- A. School Name – Enter the school name of each school closed on a separate line. Use the supplemental Excel form at <https://www.cde.ca.gov/fq/aa/pa/113a.asp> if more than 10 lines are needed for this request and select the "Supplemental Page(s) Attached" box on the top right corner.
- B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at <https://www.cde.ca.gov/schooldirectory/> to locate the school code.
- C. Site Type – Enter the site type associated with the school listed in Column A. This site information is need for CDE to determine the specific instructional time requirements for the listed school. Choose one of the following site type options:
 - Charter School
 - Community Day
 - Continuation School
 - County Community
 - Juvenile Court School

Form J-13A Instructions

- o Opportunity School
- o Special Education
- o Traditional

- D. Days in School Calendar – Provide the number of days in the school calendar. Attach a copy of the school calendar to the request. If the request includes multiple schools, attach a copy of each different school calendar and clearly identify which schools follow each calendar. If all schools have the same school calendar, note "all schools" at the top of the calendar.
- E. Emergency Days Built In – Provide the number of additional days the school has built in to the school calendar to use as make-up days for emergency closures.
- F. Built In Emergency Days Used – Provide the number of built in emergency days the school has used so far in the school year.
- G. Date(s) of Emergency Closure – Enter the date(s) closed for the emergency in the current request.
- H. Closure Dates Requested – Of the dates provided in Column G, enter the dates the school will not be able to make-up, and is requesting as part of the Form J-13A.
- I. Total Number of Days Requested – Enter the total number of days for the dates requested in Column H.

PART III: CLOSURE HISTORY

In this section, provide the closure history for the current and five prior fiscal years for all schools included in the request, regardless if a J-13A request was submitted. For example, if a school had multiple closures in one year, group the closures by fiscal year and nature.

School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No
School #1	0123456	2016-17	12/5, 2/10	Flooding	Yes
School #1	0123456	2016-17	4/17-4/18	Power Outage	No
School #1	0123456	2015-16	12/15-12/6	Road Closures	Yes

SECTION C: MATERIAL DECREASE

This section is used to claim attendance for material decreases pursuant to EC Section 46392. If the request does not include any credits for a material decrease in attendance, select the "Not

Applicable" box on the top right corner and proceed to Section D.

If the attendance of an LEA or a school is less than or equal to 90 percent of "normal" attendance for a reasonable time during or after an emergency event, the LEA may assume that a case exists for claiming emergency attendance credit for the "material decrease" of attendance. According to CCR, Title 5, Section 428, "normal" attendance is the average daily attendance (ADA) for the month of either October or May of the same school year. If the emergency occurred between July and September of the current year, the LEA must wait to submit the request until after October ADA of the current year can be calculated. The October or May ADA is used as a proxy for a normal day of attendance for the emergency day. However, if an emergency occurs in October or May, the LEA may request to use a different month as a proxy for a normal day of attendance for the emergency day.

Pursuant to EC Section 46392, the 90 percent threshold may be waived when the Governor has declared a "State of Emergency." A copy of the Governor's declaration should be included in the submittal. Any reduction of attendance in a necessary small school (NSS), even if less than 10 percent, may be considered material.

Attendance must be provided at the school site level. Approval of a districtwide material decrease is contingent upon the inclusion of all district sites, and a districtwide percentage of 90 percent or less on each emergency day. For non-districtwide emergencies, each school must meet the 90 percent threshold on each emergency day for approval of attendance credit.

PART I: NATURE OF EMERGENCY

Use this field to describe in detail the nature of the emergency(s) that caused the material decrease in attendance. Provide a detailed explanation for any gap in between emergencies. Request should be accompanied by supporting documents, if applicable.

PART II: MATERIAL DECREASE CALCULATION

The information provided in Parts II and III will be used to determine if the loss of attendance meets the 90 percent threshold for attendance credit approval (except when the governor declares a state of emergency or in the case of a NSS site), and to calculate the estimated attendance credit

Form J-13A Instructions

amount. The fields below correspond to the columns on Form J-13A.

A. School Name – Enter the school name of each school requesting attendance credit on a separate line. Use the supplemental Excel form at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> if more than 10 lines are needed for this request and select the "Supplemental Page(s) Attached" box on the top right corner.

B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at <https://www.cde.ca.gov/schooldirectory/> to locate the school code

C. "Normal" Attendance – Provide the ADA for the school month of October or May of the same school year.

A school month is 20 days, or four weeks of five days each, including legal holidays but excluding weekend makeup classes (EC Section 37201). The school calendar begins on the first Monday of the week that includes July 1 or the Monday of the first week of school. As a result, school months can be split between September and October; October and November; April and May; May and June. Therefore, the CDE advises LEAs to use the school month that has the most school days in either October or May.

D. Dates Used for Determining "Normal" Attendance – Enter the date range of the school month used to provide the ADA in Column C.

E. Date of Emergency – Enter the date of the emergency. **If the emergency lasted for more than one day, use a separate line for each date.**

F. Actual Attendance – Provide the actual attendance for the school site on the date of emergency listed in Column E.

G. Qualifier: 90 Percent or Less (F/C) – Calculated field. If the nature of emergency is consistent with EC Section 46392, the school may qualify for an attendance

adjustment when the Actual Attendance (Column F) divided by the "Normal" Attendance (Column C) yields a percentage of 90 percent or less. Exclude any emergency day that yields a percentage of more than 90 percent except when the governor declares a state of emergency or in a case of a NSS site.

H. Net Increase of Apportionment Days (C-F) – Calculated field. The Actual Attendance (Column F) is subtracted from the "Normal" Attendance (Column C) to determine the Net Increase of Apportionment Days (Column H). When attendance on the date of emergency is greater than the "normal" attendance, this field will yield zero and should be removed from the material decrease calculation table.

If the request is approved, CDE's approval letter will include the total net increase of apportionment days, which may differ from the amount shown. The LEA will then divide this number by the days in the applicable P-1, P-2, or Annual reporting period to determine the ADA increase.

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS

Continuation education is an hourly program, therefore the attendance must be provided in hours for continuation schools. Three hours equals one apportionment day. The fields below correspond to the columns on Form J-13A.

A. School Name – Enter the school name of each continuation school requesting attendance credit on a separate line. Use the supplemental Excel file at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> if more than five lines are needed for this request and select the "Supplemental Page(s) Attached" box on the top right corner.

B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at <https://www.cde.ca.gov/schooldirectory/> to locate the school code.

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- C. "Normal" Attendance Hours – Provide the attendance hours for the continuation school on the same day of the week prior to, or the week following the emergency.

Example: If the emergency day is on a Tuesday, provide the attendance hours on the Tuesday of the week prior to or following the emergency.

- D. Date Used for Determining "Normal" Attendance – Enter the date of the school day used to provide the attendance hours in Column C.
- E. Date of Emergency – Enter the date of the emergency. **If the emergency lasted for more than one day, use a separate line for each date.**
- F. Actual Attendance Hours – Provide the actual attendance hours for the continuation school on the date of emergency.
- G. Qualifier: 90 Percent or Less (F/C) – Calculated field. If the nature of emergency is consistent with EC Section 46392, the school may qualify for an attendance adjustment when the Actual Attendance Hours (Column F) divided by the "Normal" Attendance Hours (Column C) yields a percentage of 90 percent or less. Exclude any emergency day that yields a percentage of more than 90 percent except when the governor declares a state of emergency or in a case of a NSS site.
- H. Net Increase of Hours (C-F) – Calculated field. The Actual Attendance Hours (Column F) is subtracted from the "Normal" Attendance Hours (Column C) to determine the Net Increase of Hours (Column H). When attendance on the date of emergency is greater than the "normal" attendance, this field will yield zero and should be removed from the material decrease calculation table.

If the request is approved, the approval letter will include the total net increase of hours for all continuation schools on the form, which may differ from the amount shown. The LEA will then convert the hours to apportionment days and divide this number by the days in the applicable P-1,

P-2, or Annual reporting period to determine the ADA increase.

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

If this request does not include any lost or destroyed attendance records, select the "Not Applicable" box on the top right corner and proceed to Section E.

PART I: PERIOD OF REQUEST

Enter the dates of the records that were lost or destroyed.

PART II: CIRCUMSTANCES

Provide a detailed explanation on the emergency condition(s) and the extent of the lost or destroyed records.

PART III: PROPOSAL

Provide a detailed proposal or estimation in the allotted space.

SECTION E: AFFIDAVIT

A completed affidavit is required before submitting the entire Form J-13A request to CDE.

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS

- Enter the name of the school district, COE, or charter school.
- Enter the names of the all the board members.
- At least a majority of the board members must sign this affidavit.
- The governing board signatures must be witnessed. The witness person must complete the following fields:
 - Witnessed date
 - Name
 - Signature
 - Title
 - County name

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER

Only complete for a charter school request. Once the governing board members and witness fields have been completed, this request will be submitted to the charter school's authorizer for approval. An authorizer for a charter school may be

Form J-13A Instructions

a school district, COE or State Board of Education. If approved, the superintendent of the charter school's authorizer will complete the following fields:

- Name
- Signature
- Authorizing LEA Name

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

All requests must go to the COE for approval. If approved, the COE will complete Part III of the affidavit. The county superintendent's signature must be witnessed.

- Name of the County Superintendent of Schools (or designee)
- Signature of the County Superintendent of Schools (or designee)
- Witnessed date
- Witness name
- Witness signature
- Witness title
- County name
- Contact person/individual responsible for completing the county affidavit. Include the contact person's name, title, phone number and e-mail address.

**TEHAMA COUNTY SCHOOLS
SUBSTITUTE TEACHER'S DAILY RATE
Effective Through 6/30/2022**

<u>School</u>	<u>Full Day/Half Day</u>
ANTELOPE/BERRENDOS/LAVA/CDS	125.00/Pro-rata
PLUM VALLEY	140.00/Pro-rata
CORNING ELEMENTARY	130.00/65.00
COLUMBIA COMMUNITY DAY SCHOOL	150.00/75.00
RANCHO TEHAMA ELEMENTARY	130.00/65.00 + Mileage
CORNING HIGH	125.00/20% per period
CENTENNIAL	125.00/NA
EVERGREEN	200.00/100.00
FLOURNOY	125.00/ NA 200.00
GERBER	125.00/62.50
KIRKWOOD	175.00/87.50
LASSEN VIEW	125.00/62.50
LOS MOLINOS	125.00/62.50
RED BLUFF ELEMENTARY	125.00/62.50
RED BLUFF HIGH	125.00/62.50
REEDS CREEK	125.00/62.50
RICHFIELD	125.00/62.50
DEPARTMENT OF EDUCATION- SP ED	150.00/105.00
JUVENILE COURT SCHOOL	150.00 per day
TEHAMA eLEARNING ACADEMY	125.00/62.50

Board Policy

Volunteer Assistance

BP 1240

Community Relations

The Governing Board recognizes that volunteer assistance in schools can enrich the educational program, increase supervision of students, and contribute to school safety while strengthening the schools' relationships with the community. The Board encourages parents/guardians and other members of the community to share their time, knowledge, and abilities with students.

(cf. 1000 - Concepts and Roles)

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

(cf. 4222 - Teacher Aides/Paraprofessionals)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

(cf. 6171 - Title I Programs)

The Superintendent or designee shall develop and implement a plan for recruiting, screening, and placing volunteers, including strategies for reaching underrepresented groups of parents/guardians and community members. He/she may also recruit community members to serve as mentors to students and/or make appropriate referrals to community organizations.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

The Board prohibits harassment of any volunteer on the basis of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status. (Government Code 12940)

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

As appropriate, the Superintendent or designee shall provide volunteers with information about school goals, programs, and practices and an orientation or other training related to their specific responsibilities. Employees who supervise volunteers shall ensure that volunteers are assigned meaningful responsibilities that utilize their skills and expertise and maximize their contribution to the educational program.

Volunteer work shall be limited to those projects that do not replace the normal duties of classified staff. The Board nevertheless encourages volunteers to work on short-term projects to the extent that they enhance the classroom or school and comply with employee negotiated agreements.

(cf. 4141/4241 - Collective Bargaining Agreement)

Note: Education Code 45347 and 45349 require certain volunteers, depending on the types of duties they will be performing, to meet qualifications pertaining to basic skills proficiency, tuberculosis testing, and/or criminal background checks; see the accompanying administrative regulation, Health and Safety Code 1596.7995, as added by SB 792 (Ch. 807, Statutes of 2015), requires volunteers who provide care and supervision to children at a child care center or preschool to be immunized against influenza, pertussis, and measles, and to subsequently receive an influenza vaccination between August 1 and December 1 of each year; see AR 5148 - Child Care and Development and AR 5148.3 - Preschool/Early Childhood Education.

The Superintendent or designee shall establish procedures for determining whether volunteers possess the qualifications, if any, required by law and administrative regulation for the types of duties they will perform.

Volunteers shall act in accordance with district policies, regulations, and school rules. The Superintendent or designee shall be responsible for investigating and resolving complaints regarding volunteers.

(cf. 3515.2 - Disruptions)

The Board encourages principals to develop a means for recognizing the contributions of each school's volunteers.

(cf. 1150 - Commendations and Awards)

The Superintendent or designee shall periodically report to the Board regarding the district's volunteer assistance program.

(cf. 0500 - Accountability)

Workers' Compensation Insurance

The Board desires to provide a safe environment for volunteers and minimize the district's exposure to liability.

Upon the adoption of a resolution by the Board, volunteers shall be entitled to workers' compensation benefits for any injury sustained while engaged in the performance of service for the district. (Labor Code 3364.5)

(cf. 3530 - Risk Management/Insurance)

(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)

Legal Reference:
EDUCATION CODE

8482-8484.6 After School Education and Safety program
8484.7-8484.9 21st Century Community Learning Center program
35021 Volunteer aides
35021.1 Automated records check
35021.3 Registry of volunteers for before/after school programs
44010 Sex offense; definition
44814-44815 Supervision of students during lunch and other nutrition periods
45125 Fingerprinting requirements
45125.01 Interagency agreements for criminal record information
45340-45349 Instructional aides
45360-45367 Teacher aides
48981 Parental notifications
49024 Activity Supervisor Clearance Certificate
49406 Examination for tuberculosis

GOVERNMENT CODE

3543.5 Prohibited interference with employees' rights
12940 Prohibited discrimination and harassment

HEALTH AND SAFETY CODE

1596.7995 Immunization requirements for volunteers in child care center or preschool
1596.871 Fingerprints of individuals in contact with child day care facility clients

LABOR CODE

1720.4 Public works; exclusion of volunteers from prevailing wage law
3352 Workers' compensation; definitions
3364.5 Authority to provide workers' compensation insurance for volunteers

PENAL CODE

290 Registration of sex offenders
290.4 Information re: sex offenders
290.95 Disclosure by person required to register as sex offender
626.81 Sex offender; permission to volunteer at school

CODE OF REGULATIONS, TITLE 22

101170 Criminal record clearance
101216 Health screening, volunteers in child care centers

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

Whisman Elementary School District, (1991) PERB Decision No. 868

Management Resources:

WEB SITES

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

California Department of Education, Parents/Family and Community:

<http://www.cde.ca.gov/ls/pf>

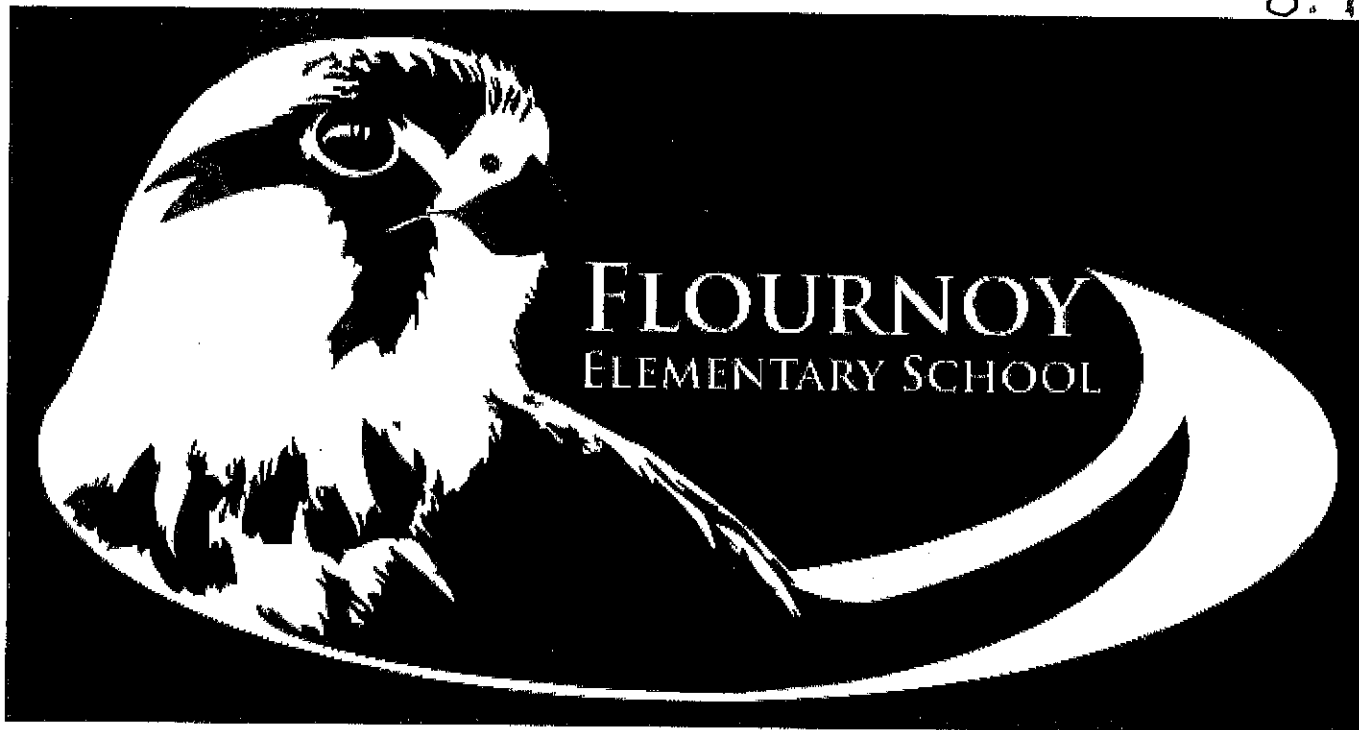
California Department of Justice, Megan's Law: <http://www.meganslaw.ca.gov>

California Parent Teacher Association: <http://www.capta.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

(3/10 7/10) 12/14

Board Approved 11/09/2021



Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Flourney Union Elementary School District	Rachel Davis Superintendent	rdavis@flournoyschool.org 530-833-5331

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

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

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic

year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA)-Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics-Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

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

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		

Academic Standards	1	2	3	4	5
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

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

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards			3		
Physical Education Model Content Standards					5
Visual and Performing Arts				4	
World Language	1				

Support for Teachers and Administrators

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

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

- 1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
- 2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Our small school atmosphere is a strength for Flournoy School. Comments made from our families, staff, and community is that they love the family-like atmosphere of our little school. We conduct annual parent conferences, but parents are also encouraged to communicate with staff regarding goals or concerns for their children. Staff communicates with families on a daily basis on student academic and social/emotional progress. One area of focus, is learning more about each family's cultures and languages.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Flournoy's strength is it's family-like atmosphere that we create at our school. We meet with parents for annual parent conferences in the Fall. In addition, our staff is in constant communication with families about their student's progress and dally status. A focus area for improvement is to make sure we continue and also improve our engagement with underrepresented families.

Seeking Input for Decision Making

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.			3		
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			3		
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	

Seeking Input	1	2	3	4	5
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Based on our small size, it can be challenging to form advisory groups. We are not required to have a School Site Council because our school size is only 42 students. Ways that we seek input are through parent surveys, parent conferences, staff meetings, and school-community events. During the COVID-19 school closure in Spring 2020, school staff called families via phone on a bi-monthly basis to check in with students and parents. We believe we do well with engaging underrepresented families in our district, but we will continue to improve in this area by utilizing our all-call system, sending home school flyers, communicating to families verbally at drop-off and pick-up times, parent conferences, parent surveys, and staff phone communication to parents.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Due to our small size, (42 students k-8), and coupled with the need for confidentiality, our school has opted to utilize the results of our Extended Learning Survey to gather input regarding school connectedness and safety. Some of our grade levels have only one student and to publish results of student surveys that are supposed to protect individual student answers presents difficulty. Flournoy has 8 staff members (classified and certificated). As a result, our staff has extensive opportunities on a daily basis to interact with students. Our school has had no student referrals or suspensions over the past 2 years.

The 2018-2019 survey results are as follows:
 I like to go to school.....80%
 I am trying to do my best at school.....95%
 I feel safe at school.....92%
 My mom, dad, or another adult usually talks to me
 and helps me with my homework.....92%
 At my school, there is a teacher or some
 other adult who really cares about me..97%

2020/2021 Parent Survey (Re-opening plans)

We had 100% of our families participate in our Flourney School Re-opening Input Survey that was sent out on July 29, 2020. Results for a learning model preference for the 2020/2021 school year were; 98.6% In-person instruction, 2% distance learning, and 6.5% independent study. Results for access to WiFi at home included; 44.9% of the families have adequate WiFi at home, 38.7% have limited WiFi, and 19.4% have no access to WiFi.

Access to a Broad Course of Study (LCFF Priority 7)

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

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]

Coordinating Instruction	1	2	3	4	5
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Flores Lawn Service

P.O Box 311

Tehama CA 96090

(530)526 3094

Floreslawnservice1@gmail.com

Flournoy School

15850 Paskenta Road

Flournoy CA 96029

This is the estimate to remove 13 trees, trim one tree off the roof, remove one dead branch and grind the 13 tree stumps \$6700

Cut down the 13 trees even with ground, price will be \$6700

To grind the 13 stumps price will be \$1950

Total will be \$8650

Thank You,

Angel Flores



Jack Schreder & Associates
School Facilities

2230 K Street
Sacramento, CA
95816-4923

(916) 441-0986
www.jschreder.com
jschreder@jschreder.com

8.9

June 8, 2021

Rachel Davis
Superintendent
Flournoy Union Elementary SD
P.O. Box 2260
Flournoy, CA 96029

Dear Rachel:

On January 26, 2022 the State Allocation Board is scheduled to adjust Level I Developer Fees to reflect the RS Means Construction Index. All indications are that the 2022 adjustment may exceed the 2020 adjustment. In short, the 2022 Level I developer fee increase may be significant. It is important that your District keep its Developer Fee Justification Study current; please find enclosed two agreements to update your study to reflect the 2022 fee.

We welcome the opportunity to utilize our 40 years of experience to assist the District in meeting its needs and look forward to working with you. Due to the Covid-19 pandemic, we have experienced a delay in obtaining projected development data from planning departments. In order to meet our goal of completing the Draft Study by early 2022, we plan to begin working on your Study in late Summer/early Fall. Please mail or email one signed agreement to jschreder@jschreder.com and we will begin the Study process.

Please feel free to call or email if you have any questions

Sincerely,

Jack Schreder

Enclosures

**AGREEMENT TO PREPARE
DEVELOPER FEE JUSTIFICATION STUDY
for
FLOURNOY UNION ELEMENTARY SCHOOL DISTRICT**

Prepared by:

Jack Schreder & Associates, Inc.
2230 K Street
Sacramento, California 95816
(916) 441-0986

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PURPOSE OF PROJECT

The objective of this project is to determine if a reasonable relationship exists between new residential, commercial, and industrial development and the need for new and/or reconstructed school facilities in the Flourney Union Elementary School District. The study will be documented to provide the District with the justification necessary to levy developer fees as authorized by Education Code Section 17620. The report will comply with any new legislative requirements to date, including SB 1693 and AB 3081 requirements.

PROJECT METHODOLOGY

The project that Jack Schreder & Associates, Inc. is proposing will be comprised of the following separate components:

- Component A:** Projection of the residential, commercial, and industrial development.
- Component B:** Identification of student yield factors for residential, commercial, and industrial development.
- Component C:** Generation of enrollment projections based on natural growth and new residential development.
- Component D:** Identification of existing facility capacity, facility needs, and facility costs based on enrollment projections. Class size reduction implementation may affect District capacity.
- Component E:** Preparation of documentation in compliance with current developer fee law.

COMPONENT A

In order to identify the projected student impact of residential, commercial, and industrial development, it is necessary to assess the impact of development. This component of the study will identify the level of future residential, commercial, and industrial development anticipated to occur in the District.

As required to justify developer fees, the specific steps in this component are:

- Identify approved and tentative development projects on file with the county and city planning departments where applicable.
- Identify development potential for vacant and under-developed land.
- Identify city building densities, current zoning, and master plan designations to establish build-out potentials.
- Provide development projections for single family residential and multiple family residential development. Provide projections of commercial and industrial development by category.
- Determine the development impact on the District when pre-existing dwelling units are demolished and replaced by reconstructed dwelling units as it occurs within the District boundaries.
- Project fee revenues for residential, commercial and industrial based on the current maximum fee.

District responsibility: Provide information regarding current and future projected residential development known to the District.

COMPONENT B

State default student yields will be utilized or student generation rates (SGR's) will be calculated to project the student impact of future development. The commercial/industrial SGR's will address employee generation factors, as provided by the San Diego Traffic Generation documentation (17621(e)(1)(B)).

COMPONENT C

Enrollment projections for the District will be provided which are based on the levels of new residential development identified in Component A and the SGR's identified in Component B. The enrollment projections will utilize a cohort survival methodology and proposed residential development where applicable.

District responsibility: Provide demographic information, including CBEDS enrollment for the current school year. Enrollments must be provided by grade level.

COMPONENT D

Once the enrollment projections are established, the District's ability to house future enrollments will be analyzed. The capacity of the District facility will be identified and future enrollments will be "loaded" into the facilities to determine if, and when, the capacity at each grade level organization will be exceeded. The effects of class size reduction program implementation will be determined. Costs for providing new facilities will be provided on a per dwelling unit, per student, and per square foot basis.

In addition to establishing the District's future facility needs and costs, the available facility funding sources will be identified.

District responsibility: Provide a schematic fire drill map or SP1A of each District site, including any closed or unused sites. The schematic should include current class use, District loading policy, and any limitation to housing additional students (classroom use or school site size.) Portable classrooms must be identified for each site, including use, and ownership; if they are leased, terms of lease must be provided.

COMPONENT E

The information and conclusions identified in Components A through D will be included in a report to be delivered to the District upon completion of the project. The report will comply with the requirements of Education Code Section 17620.

CONSULTING FEES

Jack Schreder & Associates, Inc. will provide a digital (PDF) draft copy of the report for district review. After the report is finalized, a digital (PDF) final report will be provided to the district. Upon request, bound hard copies will be provided to the district. Jack Schreder & Associates, Inc. will provide step-by-step instructions to implement the fees. Model resolutions and Board policies for the public hearing process and the establishment of developer fees will also be provided.

<u>Flournoy Union Elementary SD</u>	<u>Price</u>	<u>15% Discount*</u>
Developer Fee Justification Study	\$2145	\$1823

*If half or more districts in Tehama County sign an agreement with Jack Schreder & Associates to have a Developer Fee Study prepared, a 15% discount will be given to each district.

Note: Education Code Section 17620(a)(5) provides that developer fee revenues may be used to pay for the cost of preparing developer fee justification documentation.

As a courtesy at **no cost to the District**, Jack Schreder & Associates, Inc. will provide a template for your District's 5-year plan as required by Government Code Sections 66006 and 66001. This plan is updated each year and must be available for public review by December 26th (180 days after close of previous fiscal year).

Upon the District's request, Jack Schreder & Associates, Inc. will assist the District with completing the plan. The cost for such assistance is \$185/hour, not to exceed 16 hours.

Additional Considerations

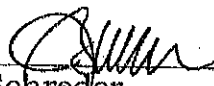
- The quoted price does not include attendance at the Board meeting when the report is presented; this is an additional optional cost for the District.
- Visitations to the district following the completion of the draft will be reimbursed to the Consultant in the amount of \$185 an hour including travel time.
- Reproduction costs for bound hard copies of the final report will be reimbursed to the Consultant.
- Express mail expenses will be documented and reimbursed to the Consultant.

TIME SCHEDULE

The draft report which will include baseline data regarding District capacity, student yield information, classroom loading policies and class size reduction will be determined within 60 days of a signed agreement and receipt of requested information. The final report will be completed 15 days after receipt of the final draft from the District.

This agreement is between the Flournoy Union Elementary School District and Jack Schreder & Associates, Inc.

Rachel Davis
Superintendent
Flournoy Union Elementary SD


Jack Schreder
Jack Schreder & Associates, Inc.

Date

June 8, 2021
Date