

Mendocino Unified School District



Agenda

Regular Board Meeting

OCTOBER 20, 2022

**MENDOCINO K-8 SCHOOL
44261 LITTLE LAKE ROAD
MENDOCINO, CA 95460**

4:30 P.M. CLOSED SESSION – VIA TELECONFERENCE

(Closed Session Public Hearing - link on page 2)

**5:00 P.M. OPEN SESSION – IN PERSON at K8
& VIA TELECONFERENCE**

Please click the link below to join the webinar:

<https://us02web.zoom.us/j/84645200741?pwd=NWh5bHpWUmVVRkhiM2d0Y0xlRk5xQT09>

Passcode: 116406

Dial by your location +1 669 900 9128 US (San Jose)

Webinar ID: 846 4520 0741 Passcode: 116406

Please “mute” your device during the meeting.

MUSD is not available for technical support for remote meetings.

Board Priorities

- *Develop and expand community partnerships and communication*
- *Increase learning and achievement for all students, families, and staff*
- *Plan wisely for the future while maintaining fiscal integrity*
- *Maintain and improve the physical plant*

Any writings distributed either as part of the Board packet, or within 72 hours of a meeting, can be viewed at the District Office: 44141 Little Lake Road, Mendocino, CA 95460. Board backup materials are also located on the MUSD website at <http://www.mendocinoused.org/District/2285-Untitled.html>

In compliance with Government Code section 54954.2(a) Mendocino Unified School District will, on request, make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability related modification or accommodation in order to participate in the meeting should contact, Erin Placido Exec. Assistant to the Superintendent, in writing at P.O. Box 1154, Mendocino, CA 95460 or via email at doerin@mcn.org.

MENDOCINO UNIFIED SCHOOL DISTRICT IS PROUD TO BE AN EQUAL OPPORTUNITY EMPLOYER

1. 4:30 P.M., CLOSED SESSION CALL TO ORDER AND ROLL CALL

- 1.1. Call to order and roll call
- 1.2. The President will verbally identify the agenda items to be discussed during closed session as listed below.

2. PUBLIC HEARING FOR CLOSED SESSION

Members of the public may take this opportunity to comment on closed session agenda items per Board Policy 9322. Under the requirements of the Brown Act open meeting law, members of the community wishing to address an item on the closed session agenda may do so at this time. Items not on the agenda cannot be addressed at this time. A three-minute limit is set for each speaker on all items. The total time for public input on each item is limited to 20 minutes. (Government Code 54954.3).

Join Zoom Meeting

<https://us02web.zoom.us/j/88108457592?pwd=TXFEWUxUdUtkM2NVSFaUWpiRnhhZz09>

Meeting ID: 881 0845 7592 Passcode: 179204

Dial by your location

+1 669 900 9128 US (San Jose) Meeting ID: 881 0845 7592 Passcode: 179204

3. CLOSED SESSION

The Board will adjourn to closed session pursuant to Government Code 54950 - 54962.

- 3.1. Conference with labor negotiators (Govt. Code 54957.6) Agency Representative: Superintendent Jason Morse
Employee organizations: CEMUS and MTA bargaining units and unrepresented employees
- 3.2. Employment/Personnel Changes

4. 5:00 P.M. OPEN SESSION

- 4.1. Call to order and roll call
- 4.2. Approval of agenda
Items to be removed from the agenda or changes to the agenda should be done at this time.

5. GHD UPDATE

The Board will hear an update from Matt Kennedy, GHD Engineer regarding the MUSD drinking and recycled water projects.

6. CONSENT AGENDA

Items on the consent agenda are passed in one motion without discussion. Any item may be pulled from the consent agenda by any member of the Board and moved to action when approving the agenda. (action)

- 6.1. Approval of Warrants
 - 6.1.1. 8/10/22, 8/18/22, 8/25/22, 9/1/22, 9/8/22, 9/15/22, 9/22/22, 9/29/22, 10/6/22
- 6.2. Approval of Minutes
 - 6.2.1. Board Meeting Minutes: 9/8/22, 10/5/22
- 6.3. Approval of Employment/Personnel Changes
 - 6.3.1. Grant, temporary leave of absence of 25%, Classified Employee, effective 9/1/22 through 10/31/22.
 - 6.3.2. Reclassify, Certificated Employee working 1.0 FTE, .20 FTE reclassified to CTE, the remaining .80 FTE remains the same, effective 7/1/22
 - 6.3.3. Increase, Classified Employee working 3.75 Instructional hours adds 2.75 Integrated hours for a total of 6.5 hours/day, effective 9/6/22

- 6.3.4. Hire, Classified Employee, 6.0 hours/day, effective 9/6/22
- 6.3.5. Hire, Classified Principals & Management Employee, 8 hours/day, effective 10/6/22
- 6.3.6. Hire, Classified Employee, 8 hours/day, effective 9/12/22
- 6.3.7. Hire, Classified Employee, 3.75 hours/day, effective 8/29/22
- 6.3.8. Accept resignation, Classified Employee, 6.5 hours/day, effective 12/31/22

- 6.4. Approval of the Current Budget Change Report

- 6.5. Approval of Enrollment and Attendance Report – Month 1

- 6.6. Approval of Student Body Reports – September 2022

- 6.7. Approval of Williams Settlement Quarterly Uniform Complaint Report for School Year 2022-23, Quarter 1

- 6.8. Approval of School Single Plans

- 6.9. Approval of School Safety Plans

- 6.10. Approval of MUSD Emergency Operations Plan

- 6.11. Approval of Quarter 1 Investment Reports

- 6.12. Approval of the Spring Consolidated Application 2022-23

- 6.13. Approval of Classified Seniority List

- 6.14. Approval of Certificated Seniority List

- 6.15. Approval of MOU between MUSD and NCSOE

- 6.16. Approval of revised Classified Principals and Management Salary Schedule

- 6.17. Final approval of Board Policies, Bylaws and Administrative Regulations
 - 6.17.1. BP/AR/E 1312.3: Uniform Complaint Procedures (community relations)
 - 6.17.2. AR 3311: Bids (business/noninstructional operations)
 - 6.17.3. BP/AR 5113.2: Work Permits (students)

7. REPORTS

- 7.1. Student Trustee – Bohdi Briggs

- 7.2. Administrative
 - 7.2.1. Principal – Tobin Hahn
 - 7.2.2. Superintendent – Jason Morse

- 7.3. Bargaining Units
 - 7.3.1. Mendocino Teachers Association (MTA)
 - 7.3.2. Classified Employees of Mendocino Unified Schools (CEMUS)

- 7.4. Board Trustee Reports

8. TIMED ITEM 6:00 P.M. - PARENT/COMMUNITY COMMENT

Items not on the agenda, but within the jurisdiction of this body, may be addressed at this time or be submitted to the Superintendent in writing for Board consideration as an agenda item. A three-minute limit is set for each speaker on all items. The total time for public input on each item is limited to 20 minutes (Government Code 54952). The Brown Act does not permit the Board to take action on any item that is not on the agenda. In addition, in order to protect the rights of all involved, complaints about employees should be addressed through the District complaint process. Speaking about a personnel issue at a Board meeting may prevent the Board from being able to act on it. Please see an administrator to initiate the complaint process.

The Board may briefly respond to public comments by asking questions to clarify the speaker's comments and refer the speaker to the Superintendent for further clarification. We thank you for your comments and participation at this meeting.

9. INFORMATION/DISCUSSION/POSSIBLE ACTION ITEMS

- 9.1. Modernization and Construction Management Update
Construction Manager, Donald Alameida, will provide an update on the Phase I Modernization of Mendocino High School. (information)
- 9.2. MUSD Deferred Maintenance Plan
Maintenance Supervisor, Paulo Andrade, will provide an update on the Deferred Maintenance Plan (action)
- 9.3. A-G Completion Grant
Principal, Tobin Hahn, will present the A-G Grant Plan (information/discussion)
- 9.4. Albion Fire Protection District Water Storage Proposal
Carlton LaMont will present a proposal for increased water storage at the Albion School (action)
- 9.5. Grand Jury Report Response
The Board will discuss a response to the recent Grand Jury Report regarding special education (information/discussion)
- 9.6. Consideration of Reduced Workload Program for 2022-23
As per the negotiated MTA Contract, the District must declare by November 15th of each year whether certificated employees will be offered the reduced workload retirement option for the following year (action)
- 9.7. Public notice and intent to employ Provisional Intern, Taimi Barty, as a Teacher at the Mendocino High School. This item requires action by the Board to meet the requirements of the California Commission on Teaching Credential. (action)
- 9.8. Approval/Authorization of Certificated Teaching Assignments
 - 9.8.1. Approval of 7th Grade Math Teacher to be assigned to teach math under a Limited Assignment Option under Education Code 44256(b) which allows the holder of a Multiple Subject or Standard Elementary Teaching Credential to be assigned to teach classes in grades 5-8 in a middle school if they meet specific unit requirements of the subject taught. Action of the governing board and teacher consent is required. (action)

- 9.8.2. Approval of 8th Grade Math Teacher to be assigned to teach math under a Limited Assignment Option under Education Code 44256(b) which allows the holder of a Multiple Subject or Standard Elementary Teaching Credential to be assigned to teach classes in grades 5-8 in a middle school if they meet specific unit requirements of the subject taught. Action of the governing board and teacher consent is required. (action)
- 9.8.3. Approval of 7/8 Grade ELA Teacher to be assigned to teach English Language Arts under a Limited Assignment Option under Education Code 44256(b) which allows the holder of a Multiple Subject or Standard Elementary Teaching Credential to be assigned to teach classes in grades 5-8 in a middle school if they meet specific unit requirements of the subject taught. Action of the governing board and teacher consent is required. (action)
- 9.9. Consideration of Resolution 2022-29: Continuing Board of Trustees Authority to Hold Virtual Meetings Pursuant to AB 61 (action)
- 9.10. Consideration of Phase II Pre-Construction Services
The Board will consider contracting with Lathrop Construction Company for Phase II of the Mendocino High School Modernization Project (action)

10. FUTURE AGENDA ITEMS

CAASPP, AE Week trips, InterDistrict Transfer Report, MCN 1st Quarter Report, Physical Fitness testing results, Public Hearing Sunshine Negotiations

11. ADJOURNMENT

The next regular Board meeting is scheduled for **November 17, 2022 at Mendocino K-8 School.**

ReqPay04b

Check Register with Accounts

Register 000224 - 08/10/2022

Bank Account COUNTY - AP Checks

Payment Id	Comment	Check #	Check Amt	Status	Cleared	96.93	37.50	600.00	276.00	1,933.00	1,322.31	8,028.04	169.39	15,740.68	1,238.94	3,345.96	214.54	26.11	792.00	60.72	102,343.00	60.72
63	GRIFFEN, MATTHEW R (001535 - Emp)	740756		Cleared																		
69	Mileage 7/12 - 7/21	740757		Cleared																		
01	ARROW BENEFITS GROUP (009731/1)	740758		Cleared																		
01	VISION CLAIMS 7/25 - 7/29	740759		Cleared																		
01	BOB SANDERSON (BSANDE/1)	740760		Cleared																		
01	REPAIR WOODSHOP TOOLS	740761		Cleared																		
01	WASTE MANAGEMENT-UKIAH (0EMPWM/2)	740762		Cleared																		
01	RECYCLING CONTAMINATION CHARGE ON 6/13/22	740763		Cleared																		
01	FEINER, DONNA (DFEINE/1)	740764		Cleared																		
01	WATER TESTING, TREATMENT	740765		Cleared																		
01	FERRELL GAS (FERREL/1)	740766		Cleared																		
01	HEATING FUEL, MULTIPLE SITES	740767		Cleared																		
01	FISHER WIRELESS SERVICES INC (FISHER/1)	740768		Cleared																		
01	12087	740769		Cleared																		
01	169.39	740770		Cleared																		
01	CYPRESS HOLDINGS INC (HARVES/2)	740771		Cleared																		
01	50051	740772		Cleared																		
01	15,740.68	740773		Cleared																		
01	1,238.94	740774		Cleared																		
01	1,238.94	740775		Cleared																		
01	PHILIP MORTON INSPECTION (PHILIP/1)	740776		Cleared																		
01	14,750.00	740777		Cleared																		
01	14,750.00	740778		Cleared																		
01	NICK BARBIERI TRUCKING, LLC (RWCOAS/2)	740779		Cleared																		
01	3,345.96	740780		Cleared																		
01	REDWOOD WASTE SOLUTIONS INC (RWWAST/1)	740781		Cleared																		
01	214.54	740782		Cleared																		
01	214.54	740783		Cleared																		
01	RHOADS AUTO PARTS INC. (RHOADS/1)	740784		Cleared																		
01	26.11	740785		Cleared																		
01	792.00	740786		Cleared																		
01	792.00	740787		Cleared																		
01	ROSSI BUILDING MATERIALS (ROSSIB/1)	740788		Cleared																		
01	60.72	740789		Cleared																		
01	60.72	740790		Cleared																		
01	SISC MEDICAL (SISCME/1)	740791		Cleared																		
01	102,343.00	740792		Cleared																		
01	60.72	740793		Cleared																		

Payment Id	Comment	Check Amt	Status	Cleared	SISC MEDICAL (SISCME/1) - continued	102,343.00
Check # 740772	Medical Insurance	76	Cleared	76-0000-0-9514-000-0000-0000-0000	102,343.00	
AUGUST 22-23						
Check # 740773	Waste Disposal at Greenwood	12	Cleared	65.14	SOLID WASTE OF WILLITS INC (SOLIDW/1)	65.14
05-229943-1 JULY2022						
Check # 740774	Phone Services	63	Cleared	3,063.27	SUMO FIBER (SUMOFI/1)	3,063.27
397695						
Check # 740775	SPED Services	01	Cleared	30,000.00	UKIAH UNIFIED SCHOOL DISTRICT (UKIAHU/1)	30,000.00
F22-00062						
Check # 740776	Services	01	Cleared	7,547.76	US BANK CORPORATE PAYMENT SYS (USBANK/2)	7,547.76
03483-16166619	Telephone Service				63-0000-0-5800-001-0000-6000-0000	12.99
0518196185	Specialized Services				63-0000-0-5903-001-0000-6000-0000	108.73
0612321-IN	Radio Program Supplies				63-0000-0-5811-001-0000-6000-0000	25.40
114-0860894-8013007	Face Masks				01-0794-0-4300-150-3800-1000-8167	64.38
114-4868903-2405835	Office Supplies				01-3213-0-4300-150-1110-1000-9987	77.60
114-7590736-2314651	Tidal Subscription				01-0794-0-4300-150-0000-2700-0000	60.38
1833259702109471706	CSU High School Counselors Conference				01-0794-0-5800-150-3800-1000-8167	29.99
227	Art Supplies				01-6266-0-5200-150-0000-3110-0000	102.50
244839468-001	AP Science Conference in July				01-0794-0-4300-150-1110-1000-0000	610.14
330498564	Specialized Services				01-6266-0-5200-150-1110-1000-0000	850.00
440738672A	CSU HS Counselor's Conference				63-0000-0-5800-001-0000-6000-0000	294.02
63770830661	Specialized Services				01-6266-0-5200-150-0000-3110-0000	102.50
7NM93759TV190350C	Telephone Services				63-0000-0-5800-001-0000-6000-0000	38.00
8243	cleanfeed Subscription				63-0000-0-5903-001-0000-6000-0000	412.51
8E29F3D2-0002	Pizza for SPED Students				63-0000-0-5903-001-0000-6000-0000	500.00
9PADOA-17A	Returned Markers				01-0794-0-5800-150-3800-1000-8167	22.00
DP22-00357	6 Flags Admission Fees, Multiple Students				01-0794-0-4300-150-5760-1120-0000	74.01
DP22-00358	Costco snacks for summer school				01-9003-0-4300-150-1110-1000-0000	1,257.89
DP22-00359	Student Internet, Multiple Families				01-0794-0-4300-150-1110-1000-0000	13.69-
DP23-00007	Services				01-7425-0-4300-220-1120-1000-1091	414.33
DP23-00008	Counselor's Conference Lodging Liz and Anna Y.				01-0000-0-5900-001-0000-2420-9987	1,485.54
DP23-00009	Specialized Services				63-0000-0-5800-001-0000-6000-0000	300.00
DP23-00010	Specialized Services				01-6266-0-5200-150-0000-3110-0000	333.20
TOR82946199M64830	Facebook Advertising				63-0000-0-5800-001-0000-6000-0000	169.00
TOR82946199M887839	Phone Services				63-0000-0-5800-001-0000-6000-0000	169.00
VSE8MG3T52	VERIZON WIRELESS (VERIZO/1)				63-0000-0-5811-001-0000-6000-0000	47.34
Check # 740777	Phone Services	63	Cleared	303.38	VERIZON WIRELESS (VERIZO/1)	303.38
9507431980					01-0000-0-5902-001-0000-7150-0000	65.55
					01-8150-0-5902-001-0000-8110-0000	46.96

Payment Id	Check #	Check Amt	Status	Cleared	Comment
	63	303.38			VERIZON WIRELESS (VERIZO1) - continued
9507431980	01	134.25			63 - 0000 - 0 - 5902 - 001 - 0000 - 6000 - 0000 WHISPERING PINES WATER (WHISPE/2)
20220630 HIGH SCHOOL					01 - 0794 - 0 - 4300 - 150 - 1110 - 1000 - 0000
20220731 MCN					63 - 0000 - 0 - 5500 - 001 - 0000 - 6000 - 0000

Number of Items: 23 Totals for Register 000224

2023 FUND-OBJ Expense Summary / Register 000224

01-4300	2,021.36
01-5200	1,388.20
01-5520	4,668.27
01-5540	214.54
01-5800	2,754.99
01-5900	1,485.54
01-5902	112.51
01-9110*	53,692.29-
01-9500*	41,046.88
Totals for Fund 01	53,692.29
12-5540	65.14
12-9110*	65.14-
Totals for Fund 12	65.14
21-6200	14,750.00
21-9110*	30,490.68-
21-9500*	15,740.68
Totals for Fund 21	30,490.68
63-5200	96.93
63-5500	32.25
63-5800	350.99
63-5811	25.40
63-5902	190.87
63-5903	3,563.27
63-9110*	5,460.31-
63-9500*	1,200.60
Totals for Fund 63	5,460.31

2023 FUND-OBJ Expense Summary / Register 000224 (continued)

69-5800	37.50	
69-9110*		37.50
Totals for Fund 69	37.50	37.50
76-9110*		102,343.00
76-9514	102,343.00	
Totals for Fund 76	102,343.00	102,343.00
Totals for Register 000224	192,088.92	192,088.92

2022 FUND-OBJ Summary / Register 000224

01-4300	2,094.73	
01-4365	8,054.15	
01-5100	30,000.00	
01-5540	276.00	
01-5800	622.00	
01-9502*		41,046.88
Totals for Fund 01	41,046.88	41,046.88
21-5800	15,740.68	
21-9502*		15,740.68
Totals for Fund 21	15,740.68	15,740.68
63-5800	632.02	
63-5811	47.34	
63-5903	521.24	
63-9502*		1,200.60
Totals for Fund 63	1,200.60	1,200.60
Total for Fiscal Year 2022	57,988.16	57,988.16
01-4300	2,021.36	
01-5200	1,388.20	
01-5520	4,668.27	
01-5540	214.54	
01-5800	2,754.99	
01-5900	1,485.54	
01-5902	112.51	
01-9110*		53,692.29

2023 FUND-OBJ Summary / Register 000224 (continued)

01-9500*	41,046.88	
Totals for Fund 01	53,692.29	53,692.29-
12-5540	65.14	
12-9110*		65.14-
Totals for Fund 12	65.14	65.14-
21-6200	14,750.00	
21-9110*		30,490.68-
21-9500*	15,740.68	
Totals for Fund 21	30,490.68	30,490.68-
63-5200	96.93	
63-5500	32.25	
63-5800	350.99	
63-5811	25.40	
63-5902	190.87	
63-5903	3,563.27	
63-9110*		5,460.31-
63-9500*	1,200.60	
Totals for Fund 63	5,460.31	5,460.31-
69-5800	37.50	
69-9110*		37.50-
Totals for Fund 69	37.50	37.50-
76-9110*		102,343.00-
76-9514	102,343.00	
Totals for Fund 76	102,343.00	102,343.00-
Total for Fiscal Year 2023	192,088.92	192,088.92-
Totals for Register 000224	250,077.08	250,077.08-

* denotes System Generated entry

Net change to Cash 9110 192,088.92- Credit

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Payment Id **Comment**

Check # 741160	01	Check Amt	45.00	Status	Cleared	JONATHAN GOODSTEIN (JONATHAN GO - Payee)	15.00
DP23-00012		Fingerprinting and TB Testing				01-0000-0-5812-001-0000-7200-0000	30.00
						01-0000-0-5814-001-0000-7200-0000	
Check # 741161	01	Check Amt	30.00	Status	Cleared	MOLLY KELLER (MOLLY KELLE - Payee)	30.00
DP23-00015		Fingerprinting				01-0000-0-5814-001-0000-7200-0000	
Check # 741162	63	Check Amt	50.00	Status	Cleared	SUE BUDLONG (SUE BUDLONG - Payee)	50.00
DP23-00017		Refund for Overpayment				63-0000-0-5800-001-0000-6000-0000	
Check # 741163	01	Check Amt	193.80	Status	Printed	MEUSCHKE, HANNAH ROSE M (001525 - Emp)	193.80
EP23-00015		Classroom Supplies				01-0794-0-4300-220-1110-1000-0000	
Check # 741164	01	Check Amt	162.50	Status	Cleared	MORSE, JASON J (000146 - Emp)	73.75
EP23-00018		CHP Ukiah Mileage				01-0740-0-5200-001-0000-3600-0000	88.75
EP23-00019		MCOE Mileage, Kb Mileage				01-0000-0-5200-001-0000-7150-0000	
Check # 741165	63	Check Amt	88.75	Status	Printed	STARKWEATHER, MATTHEW A (001214 - Emp)	88.75
EP23-00017		Dispatch Mileage 7/11 - 8/3				63-0000-0-5200-001-0000-6000-0000	
Check # 741166	01	Check Amt	95.62	Status	Cleared	YOLLES, TRAVIS A (001531 - Emp)	10.00
EP23-00016		Maintenance Mileage				01-8150-0-5200-001-0000-8110-0000	85.62
						01-8150-0-5200-221-0000-8110-0000	
Check # 741167	01	Check Amt	1,130.00	Status	Printed	ACCREDITING COMMISSION FOR SCH (ACCREDI/1)	1,130.00
1314537		22/23 Annual Membership				01-0000-0-5300-150-0000-2700-1076	
Check # 741168	01	Check Amt	1,601.00	Status	Printed	ACSA (00ACSA/1)	1,601.00
DP23-00013		Membership Dues, Jason Morse				01-0000-0-5300-001-0000-7150-0000	
Check # 741169	01	Check Amt	40.00	Status	Cleared	ALPHA ANALYTICAL LABS INC (ALPHA/1)	40.00
2083010-MENUUSD		Open P.O. Water Testing				01-8150-0-5800-221-0000-8110-2096	
Check # 741170	01	Check Amt	536.25	Status	Cleared	ARROW BENEFITS GROUP (009731/1)	368.25
23482		Dental and Vision Benefits				01-0000-0-9514-000-0000-0000-3498	168.00
						01-0000-0-9514-000-0000-0000-3499	
Check # 741171	63	Check Amt	222.54	Status	Cleared	AT&T (00AT&T/2)	222.54
707937-40496539AUG22		Telephone Services				63-0000-0-5903-001-0000-6000-0000	
Check # 741172	63	Check Amt	1,015.72	Status	Cleared	BANDWIDTH INC. (BANDWI/1)	1,015.72
BWJUS10605015		Open Purchase Order for Telephone Services				63-0000-0-5903-001-0000-6000-0000	
Check # 741173	01	Check Amt	4,500.00	Status	Cleared	CAPS NETWORK (CAPSNE/1)	4,500.00
136		22/23 California Principals Support Network				01-6266-0-5200-220-1110-1000-0000	
Check # 741174	01	Check Amt	205.00	Status	Cleared	CASPAR COMMUNITY CENTER (CASPAR/1)	205.00
DP23-00014		Facility Rental				01-0000-0-5600-150-0000-2700-9075	205.00

Payment Id	Comment	Check Amt	Status	Cleared	COMMIO (COMMIO/1)	
Check # 741175		1,830.19	Status	Cleared	COMMIO (COMMIO/1)	
0247427	Phone Services				63-0000-0-5903-001-0000-6000-0000	917.41
0250395	Phone Services				63-0000-0-5903-001-0000-6000-0000	912.78
Check # 741176		179.12	Status	Cleared	DISCOUNT SCHOOL SUPPLY (DISCOU/1)	
P41514210102	Classroom Supplies				01-0794-0-4300-220-1110-1000-0000	179.12
Check # 741177		216.12	Status	Cleared	ELK CO. WATER DISTRICT (ELKCOW/1)	
22537	Water Monitoring, Greenwood				12-6105-0-5530-222-7110-8200-0000	216.12
Check # 741178		7,267.33	Status	Cleared	EYEP SOLUTIONS (EYEPSO/1)	
22-286	Network Upgrade				01-0000-0-6400-001-0000-8500-0000	7,267.33
Check # 741179		829.67	Status	Cleared	FORT BRAGG ADVOCATE-NEWS (FBADVO/3)	
1346467	Open PO for Classified Advertising				01-0000-0-5811-001-0000-7200-0000	829.67
Check # 741180		4,108.69	Status	Cleared	FORT BRAGG PLUMBING INC (FBPLUM/1)	
W22929	Water Pipe Repair				21-9010-0-5800-150-0000-8500-9913	4,108.69
Check # 741181		2,500.00	Status	Cleared	GENESIS TECHNOLOGIES (GENESI/1)	
2886481	Adobe License Renewal				01-0000-0-5800-001-0000-2420-1171	2,500.00
Check # 741182		756.66	Status	Cleared	CYPRESS HOLDINGS INC (HARVES/2)	
49494 JULY 2022	Maintenance, Transportation, Cafeteria Supplies				01-8150-0-4300-001-0000-8110-0000	467.52
					01-8150-0-4300-150-0000-8110-0000	55.88
					01-8150-0-4300-220-0000-8110-0000	18.86
					01-8150-0-4300-221-0000-8110-0000	214.40
Check # 741183		475.85	Status	Cleared	LAKESHORE LEARNING (LAKESH/1)	
318074072922	Classroom Supplies				01-0794-0-4300-220-1110-1000-0000	214.97
338372080522	Classroom Supplies				01-0794-0-4300-220-1110-1000-0000	260.88
Check # 741184		2,192.52	Status	Cleared	MENDOCINO CITY COMM. SERV'S (MCITYC/1)	
R09517	Sewer Service				01-0000-0-5530-001-0000-8200-0000	709.92
R09550	Sewer Service				63-0000-0-5530-001-0000-6000-0000	121.44
R09560	Sewer Service				01-0000-0-5530-001-0000-8200-0000	1,021.11
R09564	Sewer Service				01-0000-0-5530-001-0000-8200-0000	95.13
R09591	Sewer Service				01-0000-0-5530-001-0000-8200-0000	244.92
Check # 741185		156.00	Status	Cleared	MOUNTAIN FRESH SPRING WATER (MOUNTA/1)	
06-30-22 K8 SCHOOL	Drinking Water				01-0794-0-4300-220-1110-1000-0000	156.00
Check # 741186		2,117.58	Status	Cleared	OFFICE DEPOT (OFFICD/2)	
258292586001	Classroom Supplies				01-0794-0-4300-220-1110-1000-0000	251.72
259462349001	Classroom Supplies				01-0794-0-4300-220-1110-1000-0000	115.58
259462350001	Classroom Supplies				01-0794-0-4300-220-1110-1000-0000	107.13
259475066001	Classroom Supplies				01-0794-0-4300-220-1110-1000-0000	43.33

Payment Id	Check #	Check Amt	Status	Comment	Check Amt	Status	Comment	Check Amt
	01		Cleared	OFFICE DEPOSIT (OFFICID/2) - continued	2,117.58			
	259475069001			Classroom Supplies				111.53
	259567827001			Classroom Supplies				395.18
	259567827002			Classroom Supplies				89.94
	259567828001			Classroom Supplies				24.15
	259567830001			Classroom Supplies				22.33
	259591489001			Classroom Supplies				72.54
	259616677001			Classroom Supplies				375.01
	259616683001			Classroom Supplies				3.56
	259652486001			Office Supplies				387.72
	259652487001			Office Supplies				11.86
	260644654001			Office Supplies				106.00
	01		Cleared	PG&E (00PG&E/1)	266.70			
	0483535710-6JULY2022			Electricity for District				266.70
	01		Cleared	NICK BARBIERI TRUCKING, LLC (RWCOAS/2)	953.26			
	1355547			Diesel and Regular Fuel for Vehicles and Heating				953.26
	01		Cleared	REDWOOD WASTE SOLUTIONS INC (RWWAST/1)	3,157.93			
	174427545U039			Garbage Collection				107.27
	174428333U039			Garbage Collection				462.88
	174428334U039			Garbage Collection				382.43
	174428335U039			Garbage Collection				1,822.92
	174428336U039			Garbage Collection				382.43
	01		Cleared	SCHOOL NURSE SUPPLY INC (SCHNUR/1)	484.74			
	0902584-IN			Med Kit Supplies				484.74
	01		Cleared	US BANK CORPORATE PAYMENT SYS (USBANK/2)	1,246.99			
	DP23-00011			Cleanfeed and Tidal Subscriptions				51.99
	DP23-00016			K8 Science Assembly				590.00
	63		Cleared	WALKER AND ASSOCIATES INC (WALKE1/2)	3,060.00			605.00
	IN01066232			DSL Modems				3,060.00
	01		Cleared	XEROX CORPORATION (XEROXC/2)	694.08			
	016821317			Copy Machine Rental				149.03
	016821318			Copy Machine Rental				216.90
	016821319			Copy Machine Rental				182.21
	016821320			Copy Machine Rental				48.97
	016821321			Copy Machine Rental				48.45
	016920074			Copy Machine Rental				48.52

Payment Id	Comment	Check Amt	Status	Cleared	Thryv (0000YP/1)	
Check # 741194	63	111.82	111.82	Thryv (0000YP/1)		111.82
800438395AUG2022	Yellow Pages Advertising			63-0000-0-5811-001-0000-6000-0000		
Check # 741195	01	2,083.63	2,083.63	ZANER - BLOSER (ZANERB/2)		
10353668	Textbooks			01-0794-0-4100-220-1110-1000-0000		596.75
10353707	Textbooks			01-6300-0-4100-220-1110-1000-0000		634.38
10353726	Reading Program			01-0794-0-4100-220-1110-1000-0000		511.50
10353727	Reading Program			01-0794-0-4100-220-1110-1000-0000		341.00
* Break in sequence						
Check # VCH-00000001	21	29,630.24	29,630.24	QUATTROCCHI KWOK ARCHITECTS (QUATTR/1)		29,630.24
23492	Gymnasium & Tech Center Modernization			21-9012-0-6200-150-0000-8500-9914		

Number of Items 37 74,235.30 Totals for Register 000225

2023 FUND-OBJ Expense Summary / Register 000225

01-4100	2,083.63
01-4300	4,207.75
01-4361	953.26
01-5200	4,758.12
01-5300	2,731.00
01-5510	266.70
01-5530	2,071.08
01-5540	3,157.93
01-5600	850.56
01-5800	3,786.99
01-5811	829.67
01-5812	15.00
01-5814	60.00
01-6400	7,267.33
01-9110*	33,731.27-
01-9500*	156.00
01-9514	536.25
Totals for Fund 01	33,731.27
12-5530	216.12
12-5600	48.52
12-9110*	264.64-

2023 FUND-OBJ Expense Summary / Register 000225 (continued)

Totals for Fund 12	264.64	264.64
21-5800	4,108.69	
21-6200	29,630.24	
21-9110*		33,738.93-
Totals for Fund 21	33,738.93	33,738.93-
63-4300	3,060.00	
63-5200	88.75	
63-5530	121.44	
63-5800	50.00	
63-5811	111.82	
63-5903	3,068.45	
63-9110*		6,500.46-
Totals for Fund 63	6,500.46	6,500.46-
Totals for Register 000225	74,235.30	74,235.30-

2022 FUND-OBJ Summary / Register 000225

01-4300	156.00	
01-9502*		156.00-
Total for Fiscal Year 2022 and Fund 01	156.00	156.00-
01-4100	2,083.63	
01-4300	4,207.75	
01-4361	953.26	
01-5200	4,758.12	
01-5300	2,731.00	
01-5510	266.70	
01-5530	2,071.08	
01-5540	3,157.93	
01-5600	850.56	
01-5800	3,786.99	
01-5811	829.67	
01-5812	15.00	
01-5814	60.00	
01-6400	7,267.33	

2023 FUND-OBJ Summary / Register 000225 (continued)

01-9110*		33,731.27-
01-9500*	156.00	
01-9514	536.25	
Totals for Fund 01	33,731.27	33,731.27-
12-5530	216.12	
12-5600	48.52	
12-9110*		264.64-
Totals for Fund 12	264.64	264.64-
21-5800	4,108.69	
21-6200	29,630.24	
21-9110*		33,738.93-
Totals for Fund 21	33,738.93	33,738.93-
63-4300	3,060.00	
63-5200	88.75	
63-5530	121.44	
63-5800	50.00-	
63-5811	111.82	
63-5903	3,068.45	
63-9110*		6,500.46-
Totals for Fund 63	6,500.46	6,500.46-
Total for Fiscal Year 2023	74,235.30	74,235.30-
Totals for Register 000225	74,391.30	74,391.30-

* denotes System Generated entry

Net change to Cash 9110 74,235.30-Credit

Payment Id	Check #	Check Amt	Status	Comment	14.73	14.73
	63		Cleared	RICHARD BALCH// c/o SUE HARRIN GTON, TRUSTEE (RICHARD BAL - Payee)		14.73
DP23-00019				Refund for Unused Email Service		
	01		Cleared	HARTLEY, ALLISON A (001570 - Emp)	30.00	
EP23-00023				Fingerprinting		30.00
	01		Cleared	LUCIER, LAURA E (000022 - Emp)	288.48	
EP23-00021				Composition Notebooks		288.48
	01		Printed	MARTIN, AMANDA M (000130 - Emp)	38.05	
EP23-00022				Classroom Supplies		38.05
	01		Cleared	PRICE, DIANE (000173 - Emp)	31.25	
EP23-00020				Instal Kitchen Equipment, Comptche Mileage		31.25
	01		Printed	ACSA (00ACSA/1)	1,155.26	
DP23-00018				Membership 22/23, Kim Humrichouse		1,155.26
	01		Cleared	ALPHA ANALYTICAL LABS INC (ALPHA/1)	140.00	
2083861-MENUSD				Open P.O. Water Testing		40.00
2083873-MENUSD				Open P.O. Water Testing		100.00
	63		Cleared	AT&T (00AT&T/1)	2,344.95	
0692282701				Telephone Services		2,344.95
	01		Cleared	CAPS NETWORK (CAPSNE/1)	3,500.00	
146				Principals Support Network 22-23, Tobin Hahn and Sam Stump		3,500.00
	21		Cleared	COAST CONTAINERS (COASCO/1)	1,400.00	
DP23-00020				Storage Container Rental 8/17/22 - 8/17/23		1,400.00
	01		Cleared	CPM EDUCATIONAL PROGRAM (CPMEDU/1)	2,542.88	
2203100-IN				Core Connections Curriculum		2,542.88
	63		Cleared	GEORGE PETERSEN INSURANCE (GEORGE/1)	6,250.80	
68387				Insurance		1,636.80
68426				Insurance		4,614.00
	63		Cleared	HELEN & CO. ADVERTISING, INC. (HELEN&/1)	300.00	
7851				Advertising on MTA		300.00
	21		Cleared	LACO ASSOCIATES (LACOAS/1)	29,837.94	
50433				Services from 7/10/22 to 8/6/22		29,837.94
	63		Cleared	NETAPP CAPITAL SOLUTIONS (NETAPP/2)	31,794.47	
20113				NETAPP Equipment		31,794.47
	01		Cleared	OFFICE DEPOT (OFFICD/2)	122.60	

Payment Id	Comment	Check Amt	Status	Cleared	OFFICE DEPT (OFFICD/2) - continued	
Check # 741649	01			122.60		
258292587001	Classroom Supplies				01-0794-0-4300-220-1110-1000-0000	72.88
258292596001	Classroom Supplies				01-0794-0-4300-220-1110-1000-0000	24.37
25892586002	Classroom Supplies				01-0794-0-4300-220-1110-1000-0000	25.35
Check # 741650	01			25,930.40	PG&E (00PG&E/1)	
4668452137-3JULY22	Electricity for District				01-0000-0-5510-001-0000-8200-0000	553.09
					01-0000-0-5510-150-0000-8200-0000	713.99
					01-0000-0-5510-220-0000-8200-0000	23,673.32
					01-0000-0-5510-221-0000-8200-0000	181.24
					01-0000-0-5510-223-0000-8200-0000	21.08
					01-0740-0-5510-001-0000-8200-0000	299.58
					12-6105-0-5510-222-7110-8200-0000	488.10
Check # 741651	01			5,424.09	PROMEVO LLC (PROMEVI/2)	
199082	Chromebooks for HS 1 to 1 Program				01-0000-0-4400-150-1110-2420-1171	3,874.35
199164	Chromebooks for K8				01-0000-0-4400-220-0000-2420-1171	1,549.74
Check # 741652	01			5,389.45	NICK BARBIERI TRUCKING, LLC (RWCOAS/2)	
1392388	Diesel and Regular Fuel for Vehicles and Heating				01-1100-0-5520-220-0000-8200-0000	5,389.45
Check # 741653	01			348.39	SCHOOL SPECIALTY INC (SCHSP3/2)	
208130487083	Textbooks				01-0794-0-4100-220-1110-1000-0000	348.39
Check # 741654	76			920.64	SUN LIFE FINANCIAL (SUNLIF/1)	
SEPTEMBER 22 - 23	Employee Life Insurance			76-	- - - - -9526-	920.64
Check # 741655	63			2,298.34	TPX COMMUNICATIONS (TPXCOM/1)	
160056673-0	Phone Services				63-0000-0-5903-001-0000-6000-0000	2,298.34
Check # 741656	14			10,347.37	WAXIE SANITARY SUPPLY (009737/1)	
81102970	Walk Behind Burnisher				14-0000-0-4400-001-0000-8100-0000	10,347.37
* Break in sequence						
Check # VCH-00000002	21			50,408.37	QUATTROCCHI KWOK ARCHITECTS (QUATTR/1)	
22993	Architectural Services February 2022				21-9012-0-9502-	23,228.32
22994	February Services				21-9012-0-9502-	4,152.72
23491	MHS Bond Architectural Services				21-9010-0-6200-150-0000-8500-9913	23,027.33
Check # VCH-00000003	21			4,238.67	RINCON CONSULTANTS INC. (RINCOCI/1)	
41546	HS Bond Project				21-9010-0-5800-150-0000-8500-9911	4,238.67

Number of Items 25 185,097.13 Totals for Register 000226

2023 FUND-OBJ Expense Summary / Register 000226

2023 FUND-OBJ Expense Summary / Register 000226 (continued)

01-4100	2,891.27	
01-4300	449.13	
01-4400	5,424.09	
01-5200	3,531.25	
01-5300	1,155.26	
01-5510	25,442.30	
01-5520	5,389.45	
01-5800	140.00	
01-5814	30.00	
01-9110*	44,452.75-	44,452.75-
Totals for Fund 01	44,452.75	44,452.75-
12-5510	488.10	
12-9110*	488.10	488.10-
Totals for Fund 12	488.10	488.10-
14-4400	10,347.37	
14-9110*	10,347.37	10,347.37-
Totals for Fund 14	10,347.37	10,347.37-
21-5600	1,400.00	
21-5800	34,076.61	
21-6200	23,027.33	
21-9110*	85,884.98-	85,884.98-
21-9502	27,381.04	
Totals for Fund 21	85,884.98	85,884.98-
63-5450	6,250.80	
63-5800	14.73	
63-5811	300.00	
63-5903	4,643.29	
63-9110*	43,003.29-	43,003.29-
63-9667	31,794.47	
Totals for Fund 63	43,003.29	43,003.29-
76-9110*	920.64	920.64-
76-9526	920.64	
Totals for Fund 76	920.64	920.64-

Totals for Register 000226 185,097.13 185,097.13-

* denotes System Generated entry

Net change to Cash 9110 185,097.13-Credit

Payment Id	Check #	Check Amt	Status	Printed	Comment
EP23-00027	01	350.00	Printed	01-9049-0-5800-150-3800-1000-1132	BARTY, TAIMI (001533 - Emp)
EP23-00028	01	55.00	Printed	01-0740-0-5814-001-0000-3600-0000	BEGANOVIC, BONNIE A (001571 - Emp)
EP23-00029	01	89.38	Printed	01-0740-0-5812-001-0000-3600-0000	GOLD, NOAH G (000078 - Emp)
EP23-00032	01	28.00	Printed	01-0000-0-5200-150-1110-4200-0000	GRANT-TULLEY, TIFFANY L (000079 - Emp)
EP23-00031	01	125.00	Printed	01-0000-0-5600-150-0000-2700-0000	KAIN, SARA L (001486 - Emp)
EP23-00030	01	515.07	Cleared	01-0740-0-5813-001-0000-3600-0000	PRICE, DIANE (000173 - Emp)
EP23-00025	13	312.00	Cleared	13-5310-0-4700-001-0000-3700-0000	Fruit for Cafeteria Meals
EP23-00026	13	173.24	Cleared	01-0001-0-4300-001-1110-1000-1138	Garden Supplies
EP23-00026	13	29.83	Cleared	13-5310-0-4300-001-0000-3700-0000	Cafeteria, Office Supplies
EP23-00033	63	198.43	Cleared	63-0000-0-5200-001-0000-6000-0000	RAMOS CORTES, MARCO A (001471 - Emp)
EP23-00034	63	76.56	Cleared	63-0000-0-5200-001-0000-6000-0000	Dispatch Mileage 7/5 - 7/12
EP23-00035	63	63.75	Cleared	63-0000-0-5200-001-0000-6000-0000	Dispatch Mileage 7/14 - 7/29
EP23-00024	63	58.12	Printed	63-0000-0-5200-001-0000-6000-0000	Dispatch Mileage 8/1 - 8/19
EP23-00024	63	53.07	Printed	63-0000-0-5200-001-0000-6000-0000	STARKWEATHER, MATTHEW A (001214 - Emp)
EP23-00024	63	38.12	Cleared	63-0000-0-5200-001-0000-6000-0000	Postage and Mileage
EP23-00024	63	14.95	Cleared	63-0000-0-5904-001-0000-6000-0000	SYNCB/AMAZON (AMAZON/2)
44684445463	01	5,138.39	Cleared	01-0794-0-4300-220-1110-1000-0000	Classroom Textbooks
448447955737	01	59.36	Cleared	01-6300-0-4100-220-1110-1000-0000	Classroom Textbooks
453673388668	01	401.44	Cleared	01-0794-0-4300-220-1110-1000-0000	Classroom Supplies
454395478963	01	139.90	Cleared	01-0794-0-4300-220-1110-1000-0000	Classroom Supplies
455349998975	01	67.25	Cleared	01-0794-0-4300-220-1110-1000-0000	Classroom Supplies
467954356887	01	32.35	Cleared	01-0794-0-4300-220-1110-1000-0000	Med Kit Supplies
576655855497	01	115.15	Cleared	01-0794-0-4300-220-1110-1000-0000	Classroom Supplies
578999555953	01	186.78	Cleared	01-0001-0-4400-001-1110-2420-9011	Keyboards and UPS Batteries
586573537999	01	1,402.26	Cleared	01-0794-0-4300-220-1110-1000-0000	Office and Classroom Supplies
646885638969	01	8.67	Cleared	01-0794-0-4300-220-1110-1000-0000	Classroom Supplies
673494679673	01	16.11	Cleared	01-0794-0-4300-220-1110-1000-0000	Classroom Textbooks
	01	103.31	Cleared	01-0794-0-4300-220-1110-1000-0000	Classroom Textbooks
	01	698.80	Cleared	01-6300-0-4100-220-1110-1000-0000	Med Kit Supplies
	01	26.96	Cleared	01-0794-0-4300-220-0000-2700-0000	Classroom Supplies
	01	15.09	Cleared	01-0794-0-4300-220-1110-1000-0000	Classroom Supplies

Payment Id	Comment	Check Amt	Status	Cleared	SYNCR/AMAZON (AMAZON/2) - continued	
Check # 742145	01	5,138.39				
6799649766	Med Kit Supplies			01-0794-0-4300-220-0000-2700-0000	9.16	
695577378344	Classroom Supplies			01-0794-0-4300-220-1110-1000-0000	68.82	
697937993959	Classroom Supplies			01-0794-0-4300-220-1110-1000-0000	29.12	
699378838445	Classroom Supplies			01-0794-0-4300-220-1110-1000-0000	69.94	
757877987953	Classroom Supplies			01-0794-0-4300-220-1110-1000-0000	58.20	
789956749354	Classroom Supplies			01-0794-0-4300-220-1110-1000-0000	50.99	
797736848876	Med Kit Supplies			01-0794-0-4300-220-0000-2700-0000	50.01	
848398985967	Classroom Supplies			01-0794-0-4300-220-1110-1000-0000	4.30	
866787499986	Classroom Supplies			01-0794-0-4300-220-1110-1000-0000	36.86	
885567654784	Blender, Mixer, Cafeteria Tables			01-7028-0-4400-001-0000-3700-0000	75.50	
949957367737	Projector			01-0794-0-4300-220-0000-3130-0000	755.11	
98345549788	Blender, Mixer, Cafeteria Tables			01-7028-0-4400-001-0000-3700-0000	581.45	
986574877548	Keyboards and UPS Batteries			01-0001-0-4400-001-1110-2420-9011	75.50	
Check # 742146	01	963.01		Printed	AT&T (AT&T/3/2)	
18650353	Telephone Services			01-0000-0-5903-001-0000-7200-0000	123.81	
				01-0000-0-5903-150-0000-2700-0000	218.15	
				01-0000-0-5903-155-3100-2700-0000	24.79	
				01-0000-0-5903-220-0000-2700-0000	280.85	
				01-0000-0-5903-221-0000-2700-0000	72.69	
				01-0000-0-5903-246-0000-2700-0000	94.51	
				01-0740-0-5903-001-0000-3600-0000	24.79	
				12-6105-0-5903-222-7110-8200-0000	73.29	
18650692	Telephone Services			01-0000-0-5903-150-0000-2700-0000	25.34	
18650693	Telephone Services			01-0000-0-5903-220-0000-2700-0000	24.79	
Check # 742147	01	8,281.67		Cleared	CARNEGIE LEARNING (CARNEG/1)	
1032629	Spanish Learning Curriculum			01-0795-0-4100-150-1110-1000-0000	1,250.00	
				01-6300-0-4100-150-1110-1000-0000	7,031.67	
Check # 742148	01	1,195.00		Printed	CMC (000CMC/1)	
DP23-00021	Conference-League Dues			01-0000-0-5300-150-1110-4200-0000	1,155.00	
DP23-00022	Membership Dues			01-0000-0-5300-150-1110-4200-0000	40.00	
Check # 742149	01	1,019.20		Printed	EUREKA OXYGEN COMPANY INC (EUREKA/1)	
476478	Fire Extinguisher Maintenance			01-8150-0-5800-150-0000-8110-0000	442.97	
476479	Fire Extinguisher Maintenance			01-8150-0-5800-220-0000-8110-0000	576.23	
Check # 742150	13	329.80		Printed	HOPPER DAIRY (HOPPER/1)	
67307574	Daily for Cafeteria			13-5310-0-4700-001-0000-3700-0000	329.80	
Check # 742151	01	934.22		Printed	MATH LEARNING CENTER (MATHLE/1)	
INV24248	Textbooks			01-0794-0-4100-220-1110-1000-0000	413.56	
Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 46, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 9/1/2022, Ending Check Date = 9/1/2022, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)						

Comment

Payment Id	Check #	Check Amt	Status	Printed	934.22	MATH LEARNING CENTER (MATHLE/1) - continued	
	01						
	INV24623	Textbooks				01-6300-0-4100-220-1110-1000-0000	107.10
	INV24719	Textbooks				01-6300-0-4100-220-1110-1000-0000	413.56
	Check # 742152	Check Amt	100.00	Status Printed		MENDOCINO COUNTY OFFICE OF ED (00MCOE/1)	
	INV23-00042	Science Retreat for Teachers				01-6266-0-5200-150-1110-1000-0000	100.00
	Check # 742153	Check Amt	108.00	Status Printed		MOUNTAIN FRESH SPRING WATER (MOUNTA/1)	
	7-31-22 K-8 SCHOOL	Drinking Water				01-0794-0-4300-220-1110-1000-0000	108.00
	Check # 742154	Check Amt	150.00	Status Printed		NCR&E (0NCR&E/1)	
	62139	Cafeteria Fridge Repair				13-5310-0-5600-001-0000-3600-0000	150.00
	Check # 742155	Check Amt	636.09	Status Printed		OFFICE DEPOT (OFFICD/2)	
	257225775001	Classroom Supplies				01-0794-0-4300-220-1110-1000-0000	153.02
	257225802001	Classroom Supplies				01-0794-0-4300-220-1110-1000-0000	62.75
	258292586003	Classroom Supplies				01-0794-0-4300-220-1110-1000-0000	2.14
	259652486002	Office Supplies				01-0794-0-4300-220-0000-2700-0000	124.16
	260559747001	Classroom and Office Supplies				01-0794-0-4300-220-0000-2700-0000	50.58
	260559760001	Classroom and Office Supplies				01-0794-0-4300-220-1110-1000-0000	229.61
	260559764001	Classroom and Office Supplies				01-0794-0-4300-220-0000-2700-0000	.82
	260559764001	Classroom and Office Supplies				01-0794-0-4300-220-1110-1000-0000	3.70
	260559764001	Classroom and Office Supplies				01-0794-0-4300-220-0000-2700-0000	1.68
	260559764001	Classroom and Office Supplies				01-0794-0-4300-220-1110-1000-0000	7.63
	Check # 742156	Check Amt	914.38	Status Cleared		PETERSON TRUCKS (PETTRU/1)	
	1058	Vehicle Repair				01-0740-0-4300-001-0000-3600-0000	296.78
	1058	Vehicle Repair				01-0740-0-5600-001-0000-3600-0000	617.60
	Check # 742157	Check Amt	1,513.71	Status Printed		PG&E (00PG&E/1)	
	6905412483-4JULY2022	Electricity for District				01-0000-0-5510-006-0000-8200-0000	1,513.71
	Check # 742158	Check Amt	10.51	Status Printed		PG&E (00PG&E/1)	
	8658020613-3JUNE2022	Electricity for District				01-0000-0-5510-246-0000-8200-0000	10.51
	Check # 742159	Check Amt	654.14	Status Cleared		PROFESSIONAL BINDING PRODUCTS (PROFES/1)	
	PSI0212998	Laminating Film				01-0794-0-4300-220-1110-1000-0000	654.14
	Check # 742160	Check Amt	390.54	Status Cleared		SAFEWAY INC. (SAFEWA/2)	
	151360 AUGUST 2022	Cafeteria Food				13-5310-0-4700-001-0000-3700-0000	371.74
	151360 AUGUST 2022	Cafeteria Food				13-5310-0-4700-001-0000-3700-8634	18.80
	Check # 742161	Check Amt	275.00	Status Printed		SCHOOL SERVICES OF CALIFORNIA (SCHSER/2)	
	W124554-IN	Educational Webinars, Meg Kailikole				01-0000-0-5200-001-0000-7200-0000	275.00
	Check # 742162	Check Amt	730.27	Status Printed		SCHOOL SPECIALTY INC (SCHSP3/2)	
	202501847262	Textbooks				01-0794-0-4100-220-1110-1000-0000	68.09

Payment Id	Comment	Check Amt	730.27	Status	Printed	SCHOOL SPECIALTY INC (SCHSP3/2) - continued	662.18
Check # 742162	01	Textbooks	01-0794-0-4100-220-1110-1000-0000	Cleared			
208130460840	21	MHS Boundary Survey Services	21-9010-0-6200-150-0000-8500-9911	Cleared	5,437.00	SHN CONSULTING ENGINEERS (SHNCON/1)	5,437.00
Check # 742163	13	Cafeteria Food	13-5310-0-4700-001-0000-3700-0000	Printed	2,006.72	SYSCO FOOD SERVICES OF SF INC (SYSCOF/1)	1,173.63
114222			13-5310-0-4700-001-0000-3700-8634	Printed	2,064.10	UKIAH PAPER SUPPLY INC (UKIAHP/1)	833.09
Check # 742164	13	Paper Products for Cafeteria	13-5310-0-4300-001-0000-3700-0000	Printed	2,052.05	WILD OAK DAIRY (UNNATU/2)	2,182.87
550184275			13-5310-0-4300-001-0000-3700-0000	Printed	2,882.80	US FOODS INC. SAN FRANCISCO (USFOOD/2)	118.77-
Check # 742165	13	Cafeteria Food and Snack	13-5310-0-4700-001-0000-3700-0000	Cleared	2,882.80	US FOODS INC. SAN FRANCISCO (USFOOD/2)	2,052.05
537107			13-5310-0-4700-001-0000-3700-0000	Cleared	10,962.89	WAXIE SANITARY SUPPLY (009737/1)	1,795.50
Check # 742166	13	Paper Products for Cafeteria	13-5310-0-4300-001-0000-3700-0000	Printed	2,052.05	WILD OAK DAIRY (UNNATU/2)	118.77-
CM534457			13-5310-0-4300-001-0000-3700-0000	Printed	2,052.05	WILD OAK DAIRY (UNNATU/2)	118.77-
Check # 742167	13	Cafeteria Food and Snack	13-5310-0-4700-001-0000-3700-0000	Cleared	2,882.80	US FOODS INC. SAN FRANCISCO (USFOOD/2)	2,052.05
015030003-003			13-5310-0-4700-001-0000-3700-0000	Cleared	10,962.89	WAXIE SANITARY SUPPLY (009737/1)	1,795.50
Check # 742167	13	Cafeteria Food and Snack	13-5310-0-4700-001-0000-3700-0000	Cleared	10,962.89	WAXIE SANITARY SUPPLY (009737/1)	1,795.50
3425079CREDIT			13-5310-0-4700-001-0000-3700-0000	Cleared	48.00	WHISPERING PINES WATER (WHISPE/2)	10,962.89
3484147			13-5310-0-4700-001-0000-3700-0000	Cleared	48.00	WHISPERING PINES WATER (WHISPE/2)	10,962.89
CM5935509			13-5310-0-4700-001-0000-3700-0000	Cleared	48.00	WHISPERING PINES WATER (WHISPE/2)	10,962.89
CM5948618			13-5310-0-4700-001-0000-3700-0000	Cleared	48.00	WHISPERING PINES WATER (WHISPE/2)	10,962.89
Check # 742168	63	DSL Modems	63-0000-0-4300-001-0000-6000-0000	Cleared	1,795.50	WALKER AND ASSOCIATES INC (WALKE1/2)	18.74-
IN01067888			63-0000-0-4300-001-0000-6000-0000	Cleared	1,795.50	WALKER AND ASSOCIATES INC (WALKE1/2)	18.74-
Check # 742169	01	Custodial Supplies	01-0000-0-4300-001-0000-8200-0000	Cleared	10,962.89	WAXIE SANITARY SUPPLY (009737/1)	1,795.50
81131584			01-0000-0-4300-001-0000-8200-0000	Cleared	10,962.89	WAXIE SANITARY SUPPLY (009737/1)	1,795.50
Check # 742170	01	Drinking Water	01-0794-0-4300-150-1110-1000-0000	Printed	48.00	WHISPERING PINES WATER (WHISPE/2)	10,962.89
20220731 HIGH SCHOOL			01-0794-0-4300-150-1110-1000-0000	Printed	48.00	WHISPERING PINES WATER (WHISPE/2)	10,962.89
Check # 742171	01	Copy Machine Rental	01-0000-0-5600-155-0000-2700-0000	Printed	458.43	XEROX CORPORATION (XEROXC/2)	48.00
016853230			01-0000-0-5600-155-0000-2700-0000	Printed	458.43	XEROX CORPORATION (XEROXC/2)	48.00
016853231			01-0000-0-5600-155-0000-2700-0000	Printed	458.43	XEROX CORPORATION (XEROXC/2)	48.00
016853232			01-0000-0-5600-155-0000-2700-0000	Printed	458.43	XEROX CORPORATION (XEROXC/2)	48.00

Totals for Register 000227

52,465.37

35

2023 FUND-OBJ Expense Summary / Register 000227

01-4100	11,046.40
01-4300	14,782.58
01-4400	2,134.71
01-5200	464.38

2023 FUND-OBJ Expense Summary / Register 000227 (continued)

01-5300	1,195.00	
01-5510	1,524.22	
01-5600	1,104.03	
01-5800	1,369.20	
01-5812	25.00	
01-5813	125.00	
01-5814	30.00	
01-5903	889.72	
01-9110*		34,690.24-
Totals for Fund 01	34,690.24	34,690.24-
12-5903	73.29	
12-9110*		73.29-
Totals for Fund 12	73.29	73.29-
13-4300	2,093.93	
13-4700	7,973.91	
13-5600	150.00	
13-9110*		10,217.84-
Totals for Fund 13	10,217.84	10,217.84-
21-6200	5,437.00	
21-9110*		5,437.00-
Totals for Fund 21	5,437.00	5,437.00-
63-4300	1,795.50	
63-5200	236.55	
63-5904	14.95	
63-9110*		2,047.00-
Totals for Fund 63	2,047.00	2,047.00-
Totals for Register 000227	52,465.37	52,465.37-

* denotes System Generated entry

Net change to Cash 9110 52,465.37-Credit

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Payment Id

Check # 742576 01 Check Amt 25.00 Status Printed ANTHONY DAVIS (ANTHONY DAV - Payee)

25.00

TB Test

Check # 742577 01 Check Amt 32.60 Status Printed BENSON-MARTIN, MAY (001494 - Emp)

32.60

Classroom Supplies

Check # 742578 01 Check Amt 1,309.52 Status Printed LUCIER, LAURA E (000022 - Emp)

56.04

Recess Equipment

01-0795-0-4300-220-1110-1000-0000

01-0795-0-4300-220-1110-1000-0000

01-0794-0-4300-220-1110-1000-0000

01-0811-0-4300-220-5760-1120-0000

Check # 742579 01 Check Amt 45.00 Status Printed PHENIX, RILEY M (001572 - Emp)

15.00

TB Test and Fingerprinting

01-0000-0-5812-220-0000-7200-0000

01-0000-0-5814-220-0000-7200-0000

Check # 742580 01 Check Amt 1,155.26 Status Printed ACSA (00ACSA/1)

1,155.26

Tobin Hahn Membership 22/23

01-0000-0-5300-150-0000-2700-0000

Check # 742581 12 Check Amt 2,115.00 Status Printed ADVANCED SECURITY SYSTEMS (ADVSEC/1)

526.50

Security and Monitoring

01-8150-0-5800-150-0000-8110-2089

01-8150-0-5800-220-0000-8110-2089

01-8150-0-5800-221-0000-8110-2089

01-8150-0-5800-246-0000-8110-2089

12-6105-0-5800-222-7110-8200-2089

63-0000-0-5500-001-0000-6000-0000

Check # 742582 21 Check Amt 6,500.00 Status Printed ALAMEIDA ARCHITECTURE (ALAMEI/1)

6,500.00

MHS Construction Administration

21-9010-0-5800-150-0000-8500-9913

Check # 742583 01 Check Amt 1,720.00 Status Printed ALPHA ANALYTICAL LABS INC (ALPHAA/1)

1,250.00

Open P.O. Water Testing

01-8150-0-5800-001-0000-8110-2096

01-8150-0-5800-221-0000-8110-2096

01-8150-0-5800-221-0000-8110-2096

Check # 742584 01 Check Amt 4,225.64 Status Printed APPLE INC (APPLEC/2)

219.00

Laptops for Grinberg, Eastman, Drayer

01-0000-0-5800-150-1110-2420-1171

01-0000-0-5800-220-1110-2420-1171

01-0000-0-4400-150-1110-2420-1171

01-0000-0-4400-220-1110-2420-1171

Check # 742585 21 Check Amt 8,531.39 Status Printed DEPARTMENT OF GENERAL SERVICES (DEPTGE/1)

438.00

Fees Related to HS Portables

21-9010-0-5600-150-0000-8500-9911

Check # 742586 12 Check Amt 923.93 Status Printed DISCOUNT SCHOOL SUPPLY (DISCOU/1)

8,531.39

Classroom Supplies

01-0794-0-4300-220-1110-1000-0000

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Payment Id	Comment	Check Amt	Status	Printed	DISCOUNT SCHOOL SUPPLY (DISCOU/1) - continued	596.90
Check # 742586	12	923.93	Printed	12-6105-0-4300-222-7110-1000-0000		
P41572570101	Classroom Supplies					
Check # 742587	14	24,897.26	Printed	14-0000-0-4400-220-0000-8100-2088	24,897.26	
22-306	Security Cameras for the K8					
Check # 742588	01	5,253.74	Printed	01-0740-0-4365-001-0000-3600-0000	3,243.74	
5684	Bus Repair #1					
Check # 742589	13	366.76	Printed	01-0740-0-5600-001-0000-3600-0000	2,010.00	
67307638	Dairy for Cafeteria					
67307675	Dairy for Cafeteria					
Check # 742590	01	2,100.00	Printed	13-5310-0-4700-001-0000-3700-0000	151.24	
S441295	Math Licenses 175					
Check # 742591	13	241.00	Printed	13-5310-0-4700-001-0000-3700-0000	215.52	
28084	Produce for Cafeteria					
Check # 742592	01	3,780.00	Printed	01-6300-0-5800-150-1110-1000-0000	2,100.00	
DP23-00025	Winter Sports Season					
Check # 742593	13	479.20	Printed	13-5310-0-4700-001-0000-3700-0000	241.00	
30333	Grass Fed Beef					
Check # 742594	01	296.00	Printed	01-0000-0-5800-150-1110-4200-0000	3,780.00	
224220	Soccer Socks					
Check # 742595	01	96.00	Printed	13-5310-0-4700-001-0000-3700-0000	479.20	
595706	Fingerprinting					
Check # 742596	13	877.64	Printed	01-0000-0-4300-150-1110-4200-0000	296.00	
550197405	Cafeteria Food					
Check # 742597	13	577.35	Printed	01-0000-0-5800-150-1110-4200-0000	96.00	
537388	Paper Products for Cafeteria					
537388A	Kitchen Equipment					
Check # 742598	01	8,687.05	Printed	01-0000-0-5903-001-0000-6000-0000	100.00	
0249302	Phone Services					
0249457	Phone Services					
0249467	Phone Services					
0250948	Phone Services					
0251039	Phone Services					
0251174	Phone Services					
0251334	Phone Services					

Payment Id	Check #	01	01	Check Amt	8,687.05	Status	Printed	US BANK CORPORATE PAYMENT SYS (USBANK/2) - continued	
	0251465			Phone Services	63-0000-0-5903-001-0000-6000-0000				100.00
	0251636			Phone Services	63-0000-0-5903-001-0000-6000-0000				100.00
	03514-24497380			Services	63-0000-0-5800-001-0000-6000-0000				12.99
	0523677947			Telephone Service	63-0000-0-5903-001-0000-6000-0000				464.86
	0612756-IN			Specialized Services	63-0000-0-5800-001-0000-6000-0000				43.18
	215298			Part for Carpet Cleaner	01-0000-0-4300-001-0000-8200-0000				94.55
	43583465558			Services	63-0000-0-5800-001-0000-6000-0000				25.00
	43588550123			Tech Support	63-0000-0-5800-001-0000-6000-0000				400.00
	442125544			Specialized Services	63-0000-0-5800-001-0000-6000-0000				350.90
	63843833665			Postage	63-0000-0-5800-001-0000-6000-0000				17.50
	8-12-22			Specialized Services	63-0000-0-5904-001-0000-6000-0000				500.00
	8661			Telephone Services	63-0000-0-5800-001-0000-6000-0000				10.14
	8E29F3D2-0003			0006	63-0000-0-5800-001-0000-6000-0000				14.91
	9DV97419Y73763045			Specialized Services	63-0000-0-5903-001-0000-6000-0000				397.60
	BTM5944			Replacement Air Filters	63-0000-0-5903-001-0000-6000-0000				500.00
	DP23-00026			Credit from Starlink	63-0000-0-5800-001-0000-6000-0000				38.00
	DP23-00027			Student Internet, Multiple Families	01-8150-0-4300-001-0000-8110-9987				2,079.32
	DP23-00028			Food for Welcome Back Gathering	63-0000-0-5800-001-0000-6000-0000				99.00-
	DP23-00029			Food for Welcome Back Gathering	63-0000-0-5800-001-0000-6000-0000				1,529.04
	DP23-00030			Bus Fuel, Cleaning and Office Supplies	01-0740-0-4361-001-0000-3600-0000				260.89
	I-85954			Yearly Subscription, Open VPN	63-0000-0-5300-001-0000-6000-0000				100.00
	3653869			Cafeteria Food and Snack	13-5310-0-4700-001-0000-3700-0000				1,249.14
	742599	13		US FOODS INC. SAN FRANCISCO (USFOOD/2)	13-5310-0-4700-001-0000-3700-8634				37.66
	742600	63		VERIZON WIRELESS (VERIZO/1)	01-0000-0-5902-001-0000-7150-0000				49.71
	9515503271			Phone Services	01-8150-0-5902-001-0000-8110-0000				46.96
					63-0000-0-5902-001-0000-6000-0000				190.88

Number of Items	25	75,809.69	Totals for Register 000228
2023 FUND-OBJ Expense Summary / Register 000228			
01-4300		4,835.50	
01-4361		100.00	
01-4365		3,243.74	

2023 FUND-OBJ Expense Summary / Register 000228 (continued)

01-4400	3,568.64	
01-5300	1,155.26	
01-5600	2,010.00	
01-5800	9,103.00	
01-5812	40.00	
01-5814	126.00	
01-5900	1,529.04	
01-5902	96.67	
01-9110*		25,807.85-
Totals for Fund 01	25,807.85	25,807.85-
12-4300	596.90	
12-5800	1,078.50	
12-9110*		1,675.40-
Totals for Fund 12	1,675.40	1,675.40-
13-4300	468.93	
13-4700	3,251.40	
13-9110*		3,720.33-
Totals for Fund 13	3,720.33	3,720.33-
14-4400	24,897.26	
14-9110*		24,897.26-
Totals for Fund 14	24,897.26	24,897.26-
21-5600	8,531.39	
21-5800	6,500.00	
21-9110*		15,031.39-
Totals for Fund 21	15,031.39	15,031.39-
63-5300	720.00	
63-5500	190.50	
63-5800	813.62	
63-5902	190.88	
63-5903	2,262.46	
63-5904	500.00	
63-9110*		4,677.46-
Totals for Fund 63	4,677.46	4,677.46-

Totals for Register 000228	75,809.69	75,809.69-
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* denotes System Generated entry

Net change to Cash 9110 75,809.69- Credit

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Payment Id	Comment	Check Amt	Status	Cleared	Check #	Amount
01	Classroom Supplies	150.44	Cleared		742975	150.44
01	Classroom Supplies	71.51	Cleared		742976	71.51
01	Classroom Supplies	239.76	Cleared		742977	239.76
01	Classroom Supplies	29.10	Printed		742978	29.10
01	Batteries for Board Meetings	39.43	Cleared		742979	39.43
01	Classroom Supplies	25.00	Cleared		742980	25.00
01	TB Test	56.09	Printed		742981	56.09
01	Library Books	171.26	Cleared		742982	171.26
01	Classroom Supplies	1,338.55	Cleared		54744679733	1,338.55
	Computer for Cecilia Jimenez				AJ17501594	149.00
	Computer for Cecilia Jimenez				AJ29154882	1,189.55
01	Volleyball Tournament Fee	275.00	Cleared		742984	275.00
01	Postage for District	1,000.00	Cleared		742985	1,000.00
01	Classroom Supplies	216.59	Cleared		742986	216.59
12	Water Monitoring, Greenwood	229.54	Cleared		742987	229.54
01	Water Testing, Treatment	1,500.00	Cleared		742988	1,500.00
01	FORT BRAGG ADVOCATE-NEWS (FBADVO/3)	3,291.91	Cleared		742989	3,291.91

Payment Id	Comment	Check Amt	Status	Cleared	FORT BRAGG ADVOCATE-NEWS (FBADVO/3) - continued
Check # 742989	01	3,291.91	Status	Cleared	1,545.10
1349796A	Open PO for Classified Advertising			01-0000-0-5811-001-0000-7200-0000	1,182.14
1349796B	Advertising			63-0000-0-5811-001-0000-6000-0000	564.67
1349796C	Cafeteria Free Lunch Notification			13-5310-0-5811-001-0000-3700-0000	
Check # 742990	13	266.61	Status	Cleared	HOPPER DAIRY (HOPPER/1)
67307691	Daily for Cafeteria			13-5310-0-4700-001-0000-3700-0000	266.61
Check # 742991	01	351.55	Status	Cleared	LEARNING WITHOUT TEARS (LEARNW/1)
INV150856	Classroom Supplies			01-0794-0-4100-220-1110-1000-0000	351.55
Check # 742992	01	2,192.52	Status	Cleared	MENDOCINO CITY COMM. SERV'S (MCITYC/1)
R09639	Sewer Service			01-0000-0-5530-001-0000-8200-0000	709.92
R09674	Sewer Service			63-0000-0-5530-001-0000-6000-0000	121.44
R09683	Sewer Service			01-0000-0-5530-001-0000-8200-0000	1,021.11
R09686	Sewer Service			01-0000-0-5530-001-0000-8200-0000	95.13
R09727	Sewer Service			01-0000-0-5530-001-0000-8200-0000	244.92
Check # 742993	01	5.01	Status	Cleared	OFFICE DEPOT (OFFICD/2)
260559747002	Classroom and Office Supplies			01-0794-0-4300-220-0000-2700-0000	.90
				01-0794-0-4300-220-1110-1000-0000	4.11
Check # 742994	01	1,196.92	Status	Cleared	PETERSON TRUCKS (PETTRU/1)
1055	Bus #16 Repair			01-0740-0-4300-001-0000-3600-0000	292.92
				01-0740-0-5600-001-0000-3600-0000	904.00
Check # 742995	01	90.00	Status	Cleared	U.S. POSTAL SERVICE (POSTME/2)
DP23-00032	PO Box 1154, Annual Rent			01-0000-0-5600-001-0000-7200-0000	90.00
Check # 742996	01	6,371.22	Status	Cleared	NICK BARBIERI TRUCKING, LLC (RWCOAS/2)
1393220	Diesel and Regular Fuel for Vehicles and Heating			01-0740-0-4361-001-0000-3600-0000	6,371.22
Check # 742997	01	3,867.45	Status	Cleared	RHOADS AUTO PARTS INC. (RHOADS/1)
3140 AUGUST 2022	Boat and Auto Repair Parts			01-0740-0-4365-001-0000-3600-0000	2,181.34
				01-0794-0-4300-150-1110-1000-1089	551.83
				01-8150-0-4300-001-0000-8110-0000	1,134.28
Check # 742998	01	304.82	Status	Cleared	ROSSI BUILDING MATERIALS (ROSSIB/1)
2208-282108	Maintenance Supplies			01-8150-0-4300-001-0000-8110-0000	141.53
2208-294870	Maintenance Supplies			01-8150-0-4300-001-0000-8110-0000	163.29
Check # 742999	76	106,368.00	Status	Cleared	SISC MEDICAL (SISCME/1)
SEPTEMBER 22-23	Medical Insurance			76- - -9514-	106,368.00
Check # 743000	01	140.37	Status	Cleared	STAPLES - PO DEPT (STAPLE/1)
202112544-0-2	Office Supplies			01-0794-0-4300-220-0000-2700-0000	140.37

Payment Id	Comment	Check Amt	Status	Cleared
Check # 743001	63	3,035.63	Status	Cleared
407814	Phone Services	63-0000-0-5903-001-0000-6000-0000		3,035.63
Check # 743002	21	3,000.00	Status	Cleared
9-3-22	Tree Pruning for Street Light Installation	21-9012-0-5800-150-0000-8500-9914		3,000.00
Check # 743003	13	373.81	Status	Cleared
537602	Paper Products for Cafeteria	13-5310-0-4300-001-0000-3700-0000		373.81
Check # 743004	01	3,344.72	Status	Cleared
10000025202069	Pearson SPED Supplies	01-0811-0-4300-001-5760-1120-0000		985.44
112-3312756-8275464	Book	01-6266-0-4200-220-1110-1000-0000		34.45
112-4395969-9661838	29 Teaching Books	01-6266-0-4200-220-1110-1000-0000		569.46
112-7141871-2737868	Classroom Management Book	01-6266-0-4200-220-1110-1000-0000		18.73
1208471	Exam Gloves	01-0794-0-4300-220-0000-2700-0000		64.88
132915	Women in History Assembly	01-0795-0-5800-220-1110-1000-0000		1,195.00
5100086768	Educator Books	01-6266-0-5200-150-1110-1000-0000		271.28
714362696	Textbooks	01-6300-0-4100-220-1110-1000-0000		205.48
Check # 743005	01	153.10	Status	Cleared
81149787	Custodial Supplies	01-0000-0-4300-001-0000-8200-0000		153.10
Check # 743006	63	34.25	Status	Cleared
20220831 MCN	Drinking Water	63-0000-0-5500-001-0000-6000-0000		34.25
Check # 743007	01	275.00	Status	Cleared
9108	Bus #15 Repair	01-0740-0-5600-001-0000-3600-0000		275.00
Check # 743008	01	971.28	Status	Cleared
10359422	Textbooks	01-6300-0-4100-221-1110-1000-0000		971.28
* Break in sequence				
Check # VCH-00000004	21	190,015.95	Status	Printed
23594	MHS Bond Architectural Services	21-9010-0-6200-150-0000-8500-9913		464.75
23595	MHS Bond Architectural Services	21-9010-0-6200-150-0000-8500-9912		357.20
23596	Gymnasium & Tech Center Modernizationd	21-9012-0-6200-150-0000-8500-9914		189,194.00

Number of Items 35 Totals for Register 000229 330,992.39

2023 FUND-OBJ Expense Summary / Register 000229

01-4100	1,528.31
01-4200	678.73
01-4300	4,247.14
01-4361	6,371.22

2023 FUND-OBj Expense Summary / Register 000229 (continued)

01-4365	2,181.34	
01-4400	1,189.55	
01-5200	271.28	
01-5530	2,071.08	
01-5600	1,269.00	
01-5800	3,119.00	
01-5811	1,545.10	
01-5812	25.00	
01-5902	239.76	
01-5904	1,000.00	
01-9110*		25,736.51-
Totals for Fund 01	25,736.51	25,736.51-
12-4300	63.84	
12-5530	229.54	
12-9110*		293.38-
Totals for Fund 12	293.38	293.38-
13-4300	373.81	
13-4700	266.61	
13-5811	564.67	
13-9110*		1,205.09-
Totals for Fund 13	1,205.09	1,205.09-
21-5800	3,000.00	
21-6200	190,015.95	
21-9110*		193,015.95-
Totals for Fund 21	193,015.95	193,015.95-
63-5500	34.25	
63-5530	121.44	
63-5811	1,182.14	
63-5903	3,035.63	
63-9110*		4,373.46-
Totals for Fund 63	4,373.46	4,373.46-
76-9110*		106,368.00-
76-9514	106,368.00	

Totals for Fund 76	106,368.00	106,368.00-
Totals for Register 000229	330,992.39	330,992.39-

* denotes System Generated entry

Net change to Cash 9110 330,992.39- Credit

Bank Account COUNTY - AP Checks

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Payment Id	Check #	Check Amt	Status	Cleared	Comment	Amount
EP23-00048	63	45.00	Cleared		FLOWERS, SARAH J (001573 - Emp)	15.00
					TB Test and Fingerprinting	30.00
					63-0000-0-5812-001-0000-6000-0000	
					63-0000-0-5814-001-0000-6000-0000	
					GRIFEN, MATTHEW R (001535 - Emp)	
EP23-00049	63	94.12	Cleared			94.12
					Dispatch Mileage	
					63-0000-0-5200-001-0000-6000-0000	
					AMERICAN TIME AND SIGNAL (AMTIME/1)	
					2,355.68	2,355.68
					01-8150-0-4300-220-0000-8110-0000	
					Clocks for K-8	
					ARCATA HS VOLLEYBALL (ARCATA/2)	
					250.00	250.00
					01-0000-0-5800-150-1110-4200-0000	
					Volleyball Tournament Fee	
					1,000.00	1,000.00
					ARIN (00ARIN/1)	
					63-0000-0-5800-001-0000-6000-0000	
					Specialized Services	
					221.49	221.49
					AT&T (00AT&T/2)	
					63-0000-0-5903-001-0000-6000-0000	
					Telephone Services	
					996.99	996.99
					BANDWIDTH INC. (BANDWI/1)	
					63-0000-0-5903-001-0000-6000-0000	
					Open Purchase Order for Telephone Services	
					6,975.00	6,975.00
					CHRISTY WHITE ASSOCIATES (CHRIST/1)	
					01-0000-0-5801-001-0000-7190-0000	
					Open P.O. for Audit Services	
					4,400.00	4,400.00
					EYEP SOLUTIONS (EYEPSO/1)	
					14-0000-0-4400-220-0000-8100-2088	
					Security Cameras for the K8	
					890.92	890.92
					FERRELL GAS (FERREL/1)	
					01-1100-0-5520-220-0000-8200-0000	
					Heating Fuel, Multiple Sites	
					561.46	561.46
					01-1100-0-5520-150-0000-8200-0000	
					Heating Fuel, Multiple Sites	
					329.46	329.46
					01-1100-0-5520-150-0000-8200-0000	
					FLORENCE FILTER CORP (FLOREN/1)	
					343.47	343.47
					01-3213-0-4300-001-0000-8110-9987	
					Replacement Air Filters for Classrooms	
					4,621.09	4,621.09
					FORT BRAGG DIESEL (FBDies/1)	
					01-0740-0-4365-001-0000-3600-0000	
					Bus #2 Repair	
					3,235.71	3,235.71
					01-0740-0-5600-001-0000-3600-0000	
					Bus #1 Starter	
					840.00	840.00
					01-0740-0-4365-001-0000-3600-0000	
					GHD INC. (000GHD/2)	
					43,843.66	43,843.66
					01-9019-0-6170-001-0000-8500-0000	
					Recycled Water Project	
					8,682.88	8,682.88
					01-9019-0-6170-001-0000-8500-0000	
					Recycled Water Project	
					12,856.63	12,856.63
					01-9019-0-6170-001-0000-8500-0000	
					Recycled Water Project	
					4,687.13	4,687.13
					01-9019-0-6170-001-0000-8500-0000	
					Recycled Water Project	
					6,425.25	6,425.25
					01-9019-0-6170-001-0000-8500-0000	
					Recycled Water Project	
					11,191.77	11,191.77
					01-9019-0-6170-001-0000-8500-0000	
					CYPRESS HOLDINGS INC (HARVES/2)	
					2,270.91	2,270.91

Payment Id	Check #	Check Amt	Status	Cleared	Comment	Check Amt	Status	Cleared	Comment	Check Amt
	49062 AUGUST 2022				Maintenance, Transportation, Cafeteria Supplies				CYPRESS HOLDINGS INC (HARVES/2) - continued	
	49494 AUGUST 2022				Maintenance, Transportation, Cafeteria Supplies					
	49495 AUGUST 2022				Culinary, Office and Class Supplies					
	49496 AUGUST 2022				Custodial Supplies					
	7960				Advertising on MTA				HELEN & CO. ADVERTISING, INC. (HELEN&/1)	
	67307797				Dairy for Cafeteria					
	377572 AUGUST 2022				DSL Services					
	07-31-22				Phase 1 High School Construction					
	8-31-22				Phase 1 High School Construction					
	2428				Annual Membership					
	28206				Produce for Cafeteria					
	108027				Paint and Supplies					
	0483535710-6AUG2022				Electricity for District					
	DP23-00034				PO Box 144					
	174484994U039				Garbage Collection					
	174485786U039				Garbage Collection					
	174485787U039				Garbage Collection					
	174485788U039				Garbage Collection					
	174485789U039				Garbage Collection					
	28206				Produce for Cafeteria					
	108027				Paint and Supplies					
	0483535710-6AUG2022				Electricity for District					
	DP23-00034				PO Box 144					
	174484994U039				Garbage Collection					
	174485786U039				Garbage Collection					
	174485787U039				Garbage Collection					
	174485788U039				Garbage Collection					
	174485789U039				Garbage Collection					
	2428				Annual Membership					
	28206				Produce for Cafeteria					
	108027				Paint and Supplies					
	0483535710-6AUG2022				Electricity for District					
	DP23-00034				PO Box 144					
	174484994U039				Garbage Collection					
	174485786U039				Garbage Collection					
	174485787U039				Garbage Collection					
	174485788U039				Garbage Collection					
	174485789U039				Garbage Collection					
	7960				Advertising on MTA					
	67307797				Dairy for Cafeteria					
	377572 AUGUST 2022				DSL Services					
	07-31-22				Phase 1 High School Construction					
	8-31-22				Phase 1 High School Construction					
	2428				Annual Membership					
	28206				Produce for Cafeteria					
	108027				Paint and Supplies					
	0483535710-6AUG2022				Electricity for District					
	DP23-00034				PO Box 144					
	174484994U039				Garbage Collection					
	174485786U039				Garbage Collection					
	174485787U039				Garbage Collection					
	174485788U039				Garbage Collection					
	174485789U039				Garbage Collection					
	7960				Advertising on MTA					
	67307797				Dairy for Cafeteria					
	377572 AUGUST 2022				DSL Services					
	07-31-22				Phase 1 High School Construction					
	8-31-22				Phase 1 High School Construction					
	2428				Annual Membership					
	28206				Produce for Cafeteria					
	108027				Paint and Supplies					
	0483535710-6AUG2022				Electricity for District					
	DP23-00034				PO Box 144					
	174484994U039				Garbage Collection					
	174485786U039				Garbage Collection					
	174485787U039				Garbage Collection					
	174485788U039				Garbage Collection					
	174485789U039				Garbage Collection					
	7960				Advertising on MTA					
	67307797				Dairy for Cafeteria					
	377572 AUGUST 2022				DSL Services					
	07-31-22				Phase 1 High School Construction					
	8-31-22				Phase 1 High School Construction					
	2428				Annual Membership					
	28206				Produce for Cafeteria					
	108027				Paint and Supplies					
	0483535710-6AUG2022				Electricity for District					
	DP23-00034				PO Box 144					
	174484994U039				Garbage Collection					
	174485786U039				Garbage Collection					
	174485787U039				Garbage Collection					
	174485788U039				Garbage Collection					
	174485789U039				Garbage Collection					
	7960				Advertising on MTA					
	67307797				Dairy for Cafeteria					
	377572 AUGUST 2022				DSL Services					
	07-31-22				Phase 1 High School Construction					
	8-31-22				Phase 1 High School Construction					
	2428				Annual Membership					
	28206				Produce for Cafeteria					
	108027				Paint and Supplies					
	0483535710-6AUG2022				Electricity for District					
	DP23-00034				PO Box 144					
	174484994U039				Garbage Collection					
	174485786U039				Garbage Collection					
	174485787U039				Garbage Collection					
	174485788U039				Garbage Collection					
	174485789U039				Garbage Collection					
	7960				Advertising on MTA					
	67307797				Dairy for Cafeteria					
	377572 AUGUST 2022				DSL Services					
	07-31-22				Phase 1 High School Construction					
	8-31-22				Phase 1 High School Construction					
	2428				Annual Membership					
	28206				Produce for Cafeteria					
	108027				Paint and Supplies					
	0483535710-6AUG2022				Electricity for District					
	DP23-00034				PO Box 144					
	174484994U039				Garbage Collection					
	174485786U039				Garbage Collection					
	174485787U039				Garbage Collection					
	174485788U039				Garbage Collection					
	174485789U039				Garbage Collection					
	7960				Advertising on MTA					
	67307797				Dairy for Cafeteria					
	377572 AUGUST 2022				DSL Services					
	07-31-22				Phase 1 High School Construction					
	8-31-22				Phase 1 High School Construction					
	2428				Annual Membership					
	28206				Produce for Cafeteria					
	108027				Paint and Supplies					
	0483535710-6AUG2022				Electricity for District					
	DP23-00034				PO Box 144					
	174484994U039				Garbage Collection					
	174485786U039				Garbage Collection					
	174485787U039				Garbage Collection					
	174485788U039				Garbage Collection					
	174485789U039				Garbage Collection					
	7960				Advertising on MTA					
	67307797				Dairy for Cafeteria					
	377572 AUGUST 2022				DSL Services					
	07-31-22				Phase 1 High School Construction					
	8-31-22				Phase 1 High School Construction					
	2428				Annual Membership					
	28206				Produce for Cafeteria					
	108027				Paint and Supplies					
	0483535710-6AUG2022				Electricity for District					
	DP23-00034				PO Box 144					
	174484994U039				Garbage Collection					
	174485786U039				Garbage Collection					
	174485787U039				Garbage Collection					
	174485788U039				Garbage Collection					
	174485789U039				Garbage Collection					
	7960				Advertising on MTA					
	67307797				Dairy for Cafeteria					
	377572 AUGUST 2022				DSL Services					
	07-31-22				Phase 1 High School Construction					
	8-31-22				Phase 1 High School Construction					
	2428				Annual Membership					
	28206				Produce for Cafeteria					
	108027				Paint and Supplies					
	0483535710-6AUG2022				Electricity for District					
	DP23-00034				PO Box 144					
	174484994U039				Garbage Collection					
	174485786U039				Garbage Collection					

Payment Id	Check #	Check Amt	Status	Cleared	Comment	Amount
	13	239.60			Roundman's (ROUND/1) - continued	
	30441		13-5310-0-4700-001-0000-3700-0000		Grass Fed Beef	239.60
	12	65.14			SOLID WASTE OF WILLITS INC (SOLIDW/1)	
	05229943-1AUGUST2022		12-6105-0-5540-222-7110-8200-0000		Waste Disposal at Greenwood	65.14
	12	460.00			SPW LANDSCAPE ARCHITECTS (SPVVLAV/1)	
	212304		12-0000-0-5800-222-0001-1000-9086		Play Yard Redesign	460.00
	01	288.00			CA DEPT OF JUSTICE (STOFc2/1)	
	601713		01-0000-0-5814-001-0000-7200-0000		Fingerprinting	288.00
	13	1,299.06			SYSCO FOOD SERVICES OF SF INC (SYSCOF/1)	
	550231435		13-5310-0-4700-001-0000-3700-0000		Cafeteria Food	805.68
			13-5310-0-4700-001-0000-3700-8634			493.38
	01	385.00			THE RENTAL PLACE (RENTAL/2)	
	479578-5		01-8150-0-5600-001-0000-8110-0000		Blanket Purchase Order for Equipment Rental	385.00
	01	575.00			UKIAH UNIFIED SCHOOL DISTRICT (UKIAHU/1)	
	F23-00009		01-6266-0-5200-001-0000-7150-0000		CAPS District Convening	575.00
	13	1,383.08			US FOODS INC. SAN FRANCISCO (USFOOD/2)	
	3987863		13-5310-0-4700-001-0000-3700-0000		Cafeteria Food and Snack	1,346.15
			13-5310-0-4700-001-0000-3700-8634			36.93
	01	136.89			WAXIE SANITARY SUPPLY (009737/1)	
	260204		01-0000-0-4300-001-0000-8200-0000		Custodial Supplies	136.89
	01	110.00			WHISPERING PINES WATER (WHISPE/2)	
	20220831 HIGH SCHOOL		01-0794-0-4300-150-1110-1000-0000		Drinking Water	110.00
	63	110.30			Thryv (0000YP/1)	
	800438395 SEPT 2022		63-0000-0-5811-001-0000-6000-0000		Yellow Pages Advertising	110.30
	* Break in sequence					
	13	1,350.00			HEARTLAND SCHOOL SOLUTIONS (HEARTL/2)	
	HSSREC020591		13-5310-0-5800-001-0000-3700-0000		Annual Software Subscription	1,350.00

Number of Items	36	1,771,280.96	Totals for Register 000230
2023 FUND-OBJ Expense Summary / Register 000230			
01-4300	6,389.52		
01-4365	3,840.65		
01-5200	575.00		
01-5510	422.92		

2023 FUND-OBJ Expense Summary / Register 000230 (continued)

01-5520	890.92	
01-5540	3,387.41	
01-5600	1,315.00	
01-5800	250.00	
01-5801	6,975.00	
01-5814	288.00	
01-6170	43,843.66	
01-9110*		68,178.08-
Totals for Fund 01	68,178.08	68,178.08-
12-5540	65.14	
12-5800	460.00	
12-9110*		525.14-
Totals for Fund 12	525.14	525.14-
13-4700	3,692.60	
13-5800	1,350.00	
13-9110*		5,042.60-
Totals for Fund 13	5,042.60	5,042.60-
14-4400	4,400.00	
14-9110*		4,400.00-
Totals for Fund 14	4,400.00	4,400.00-
21-6200	1,689,352.29	
21-9110*		1,689,352.29-
Totals for Fund 21	1,689,352.29	1,689,352.29-
63-5200	94.12	
63-5300	365.00	
63-5800	1,000.00	
63-5811	410.30	
63-5812	15.00	
63-5814	30.00	
63-5903	1,868.43	
63-9110*		3,782.85-
Totals for Fund 63	3,782.85	3,782.85-
Totals for Register 000230	1,771,280.96	1,771,280.96-

* denotes System Generated entry

Net change to Cash 9110 1,771,280.96-Credit

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Payment Id	Check #	Check Amt	Status	Cleared	Comment	Check Amt	Status	Cleared	Payment Id	Check #	Check Amt	Status	Cleared	Comment	Check Amt	Status	Cleared
	01	229.91			AMY BOYLE (AMY BOYLE - Payee)	229.91				01	0794-0-5200-150-0000-2700-0000				229.91		
DP23-00036	01	36.16			Travel Mileage and Lunch WASC Committee	36.16				01	0794-0-4300-220-1110-1000-0000				36.16		
EP23-00052	01	128.87			Classroom Supplies	128.87				01	0794-0-4200-220-1110-1000-0000				128.87		
EP23-00060	01	93.13			EL Books	93.13				01	0794-0-4300-001-0000-3130-1137				93.13		
EP23-00055	01	177.92			Cloverdale Mileage	177.92				01	0795-0-4300-220-1110-1000-0000				177.92		
EP23-00058	01	20.43			Snacks and Binders for Students	20.43				01	0001-0-4300-001-0000-3130-1137				20.43		
EP23-00059	01	45.59			Gas Card for Family	45.59				01	0001-0-4300-150-0000-3130-1137				45.59		
EP23-00059	01	111.90			Gas Card for Family	111.90				01	0001-0-4300-001-0000-3130-1137				111.90		
EP23-00051	01	13.05			Mop Head Refill	13.05				01	0740-0-4300-001-0000-3600-0000				13.05		
EP23-00056	01	128.13			Counseling Supplies and Mileage	128.13				01	0811-0-4300-001-0000-3110-0000				128.13		
EP23-00056	01	114.38			Counseling Supplies and Mileage	114.38				01	0811-0-5200-246-5760-3110-0000				114.38		
EP23-00062	01	76.25			MCOE Meeting Mileage	76.25				01	0000-0-5200-001-0000-7150-0000				76.25		
EP23-00054	01	20.90			Classroom Supplies	20.90				01	0794-0-4100-220-5760-1120-0000				20.90		
EP23-00054	01	9.90			Classroom Supplies	9.90				01	0794-0-4300-220-1110-1000-0000				9.90		
EP23-00053	01	59.88			Classroom Books	59.88				01	0794-0-4200-220-1110-1000-0000				59.88		
EP23-00057	63	55.00			Dispatch Mileage 8/23 - 8/31	55.00				63	0000-0-5200-001-0000-6000-0000				55.00		
EP23-00050	01	93.56			CEMUS Meeting Snacks, Floor Mat	93.56				01	0000-0-4300-001-0000-7200-0000				93.56		
EP23-00061	01	28.50			Lunch for Visiting Committee	28.50				01	0794-0-4300-150-0000-2700-0000				28.50		
AJ32172446	01	4,285.64			Laptops for Iana P., Diana D., Jordan W.	4,285.64				01	0000-0-5800-150-1110-2420-1171				4,285.64		
AJ34147041	01	478.00			Laptops for Iana P., Diana D., Jordan W.	478.00				01	0000-0-5800-220-1110-2420-1171				478.00		
		1,189.55				1,189.55				01	0000-0-4400-150-1110-2420-1171				1,189.55		
		2,379.09				2,379.09				01	0000-0-4400-220-1110-2420-1171				2,379.09		

Payment Id	Comment	Check Amt	918.08	Status	Cleared	AT&T (AT&T/C3/2)	
18792628	Telephone Services					01-0000-0-5903-001-0000-7200-0000	118.12
						01-0000-0-5903-150-0000-2700-0000	207.70
						01-0000-0-5903-155-3100-2700-0000	23.63
						01-0000-0-5903-220-0000-2700-0000	267.59
						01-0000-0-5903-221-0000-2700-0000	69.48
						01-0000-0-5903-246-0000-2700-0000	90.23
						01-0740-0-5903-001-0000-3600-0000	23.63
						12-6105-0-5903-222-7110-8200-0000	69.89
18792967	Telephone Services					01-0000-0-5903-150-0000-2700-0000	24.18
18792968	Telephone Services					01-0000-0-5903-220-0000-2700-0000	23.63
Check # 744150		Check Amt	2,334.69	Status	Cleared	AT&T (00AT&T/1)	
4786323702	Telephone Services					63-0000-0-5903-001-0000-6000-0000	2,334.69
Check # 744151		Check Amt	1,677.00	Status	Printed	GALLERY BOOKSHOP (GALLER/1)	
10723920	Textbooks					01-6300-0-4100-150-1110-1000-0000	509.71
10724386	Classroom Textbooks					01-0794-0-4100-199-1110-1000-0000	137.65
10724454	Classroom Textbooks					01-6300-0-4100-150-1110-1000-0000	379.55
10726803	Textbooks					01-0794-0-4100-150-1110-1000-0000	60.74
PO23-00089	Classroom Books					01-6300-0-4100-150-1110-1000-0000	479.07
Check # 744152		Check Amt	704.01	Status	Cleared	HOPPER DAIRY (HOPPER/1)	110.28
67307916	Dairy for Cafeteria					13-5310-0-4700-001-0000-3700-0000	254.42
67307934	Dairy for Cafeteria					13-5310-0-4700-001-0000-3700-0000	214.14
67505942	Dairy for Cafeteria					13-5310-0-4700-001-0000-3700-0000	235.45
Check # 744153		Check Amt	89.21	Status	Cleared	MENDO MILL (MENDOMI/2)	
3776864	Bus Cleaning Supplies					01-0740-0-4300-001-0000-3600-0000	89.21
Check # 744154		Check Amt	178.00	Status	Printed	MENDOCINO COAST PRODUCE (MCOPRO/2)	
28320	Produce for Cafeteria					13-5310-0-4700-001-0000-3700-0000	178.00
Check # 744155		Check Amt	12,000.00	Status	Cleared	PHILIP MORTON INSPECTION (PHILIP/1)	
9-1-22	High School Modernization Phase 1					21-9010-0-6200-150-0000-8500-9913	12,000.00
Check # 744156		Check Amt	1,702.27	Status	Cleared	STERICYCLE INC (STERIC/1)	
8002378019	Document Shredding Service					01-0000-0-5800-001-0000-7200-0000	1,702.27
Check # 744157		Check Amt	988.95	Status	Cleared	SUN LIFE FINANCIAL (SUNLIF/1)	
OCTOBER 22-23	Employee Life Insurance					76- - -9526-	988.95
Check # 744158		Check Amt	784.89	Status	Cleared	SYSCO FOOD SERVICES OF SF INC (SYSCOF/1)	
331922270	Cafeteria Food					13-5310-0-4700-001-0000-3700-0000	593.28
						13-5310-0-4700-001-0000-3700-8634	191.61

Payment Id	Check #	Check Amt	Status	Cleared	Comment	Check Amt	Status	Cleared
	13	883.75			UKIAH PAPER SUPPLY INC (UKIAHP/1)			
538093					Paper Products for Cafeteria	13-5310-0-4300-001-0000-3700-0000		39.06
538094					Paper Products for Cafeteria	13-5310-0-4300-001-0000-3700-0000		844.69
	13	1,563.00			WILD OAK DAIRY (UNNATU/2)			
015065853-003					Cafeteria Food and Snack	13-5310-0-4700-001-0000-3700-0000		1,563.00

Check #	Check Amt	Status	Cleared	US BANK CORPORATE PAYMENT SYS (USBANK/2)	Check Amt	Status	Cleared	
18332597021094616082	5,398.14							
58622906				Tidal Subscription	01-0794-0-5800-150-3800-1000-8167		29.99	
DP23-00037				Staff T-Shirts - Reimbursed by Club Cardinal	01-0794-0-4300-150-0000-2700-0000		611.00	
DP23-00038				Cleanfeed Subscription	01-0794-0-5800-150-3800-1000-8167		22.00	
DP23-00039				Radio Station Supplies	01-0795-0-4300-150-3800-1000-8167		208.96	
DP23-00040				Office Supplies	01-0794-0-4300-150-0000-2700-0000		31.49	
DP23-00041				Tables	01-0795-0-4300-150-0000-2700-0000		321.18	
DP23-00042				Radio Supplies	01-0794-0-4300-150-3800-1000-8167		451.37	
DP23-00043				Colton Towels	01-0794-0-4300-150-0000-2700-0000		64.70	
DP23-00044				Tables for Events	01-0795-0-4300-150-0000-2700-0000		744.30	
DP23-00045				Robotics Event Registration	01-0794-0-5800-150-1110-1000-1119		200.00	
DP23-00046				Standing Desks	01-0794-0-4300-150-0000-2700-0000		258.88	
DP23-00047				Classroom Supplies	01-0794-0-4300-150-1110-1000-0000		54.96	
DP23-00048				Digital Cameras	01-0794-0-4300-150-1110-1000-0000		431.48	
DP23-00049				Classroom Supplies	01-0794-0-4300-155-1110-1000-0000		134.84	
DP23-00050				Teacher Lunches	01-0000-0-4300-150-0000-2700-9075		316.17	
DP23-00051				Classroom Supplies	01-0794-0-4300-150-1110-1000-0000		14.55	
DP23-00052				Office Supplies	01-0794-0-4300-150-0000-2700-0000		166.85	
DP23-00053				Classroom Supplies	01-0794-0-4300-150-1110-1000-0000		114.44	
DP23-00054				Textbooks	01-0794-0-4300-150-1110-1000-0000		23.72	
DP23-00055				Classroom Supplies	01-0794-0-4100-150-1110-1000-0000		161.24	
DP23-00056				Classroom Supplies	01-0794-0-4300-150-1110-1000-0000		417.25	
DP23-00057				Classroom Supplies	01-0794-0-4300-150-1110-1000-0000		114.35	
DP23-00058				Textbooks	01-0794-0-4300-150-1110-1000-0000		38.17	
DP23-00059				Textbooks	01-0794-0-4100-150-1110-1000-0000		259.15	
	13	1,012.03			US FOODS INC. SAN FRANCISCO (USFOOD/2)			207.10
4161897				Cafeteria Food and Snack	13-5310-0-4700-001-0000-3700-0000		756.65	
	01	1,819.27			XEROX CORPORATION (XEROXC/2)			255.38
017041008				Copy Machine Rental	01-0000-0-5600-155-0000-2700-0000		159.79	
017041009				Copy Machine Rental	01-0000-0-5600-220-0000-2420-0000		245.02	
017041010				Copy Machine Rental	01-0000-0-5600-150-0000-2420-0000		163.18	

Payment Id	Comment	Check Amt	1,819.27	Status	Cleared	XEROX CORPORATION (XEROXC/2) - continued	
017041011	Copy Machine Rental					01-0000-0-5600-001-0000-7200-0000	245.87
017041012	Copy Machine Rental					01-0000-0-5600-150-0000-2700-0000	323.70
017041013	Copy Machine Rental					01-0000-0-5600-220-0000-2700-0000	528.34
017041014	Copy Machine Rental					01-0000-0-5600-246-0000-2700-0000	51.13
017041015	Copy Machine Rental					01-0000-0-5600-221-0000-2700-0000	52.76
017041016	Copy Machine Rental					12-6105-0-5600-222-7110-1000-0000	49.48

Number of Items 29 37,480.19 Totals for Register 000231

2023 FUND-OBJ Expense Summary / Register 000231

01-4100	2,315.49		
01-4200	188.75		
01-4300	5,081.34		
01-4400	3,568.64		
01-5200	413.04		
01-5600	1,769.79		
01-5800	2,671.26		
01-5903	848.19		
01-9110*	16,856.50-		
Totals for Fund 01	16,856.50	16,856.50-	
12-5600	49.48		
12-5903	69.89		
12-9110*	119.37-		
Totals for Fund 12	119.37	119.37-	
13-4300	883.75		
13-4700	4,241.93		
13-9110*	5,125.68-		
Totals for Fund 13	5,125.68	5,125.68-	
21-6200	12,000.00		
21-9110*	12,000.00-		
Totals for Fund 21	12,000.00	12,000.00-	
63-5200	55.00		
63-5903	2,334.69		
63-9110*	2,389.69-		

2023 FUND-OBJ Expense Summary / Register 000231 (continued)

Totals for Fund 63	2,389.69	2,389.69-
76-9110*		988.95-
76-9526	988.95	
Totals for Fund 76	988.95	988.95-
Totals for Register 000231	37,480.19	37,480.19-

* denotes System Generated entry

Net change to Cash 9110 37,480.19-Credit

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Payment Id	Comment	Check Amt	Status	Printed	SYNCR/AMAZON (AMAZON/2) - continued	
Check # 744645	01	2,655.83				
847436443536	Classroom Supplies			01-0794-0-4300-220-1110-1000-0000		4.14
886374893354	Classroom and Office Supplies			01-0794-0-4300-220-0000-2700-0000		2.94
				01-0794-0-4300-220-1110-1000-0000		48.83
936333734478	Classroom and Office Supplies			01-0794-0-4300-220-0000-2700-0000		1.28
				01-0794-0-4300-220-1110-1000-0000		7.30
945476686479	Classroom Supplies			01-0794-0-4300-220-1110-1000-0000		84.22
946457583569	Classroom Supplies			01-0794-0-4300-220-0000-2700-0000		197.70
				01-0794-0-4300-220-1110-1000-0000		50.10
Check # 744646	01	1,912.50		Printed	DAVID BRYANT (DBRYAN/1)	
10205	Bus Driver Training, 5 Day			01-0740-0-5800-001-0000-3600-0000		1,912.50
Check # 744647	01	119.58		Printed	FRANCOTYP-POSTALIA, INC. (FPMAIL/1)	
R1105477287	Postage Meter Rental			01-0000-0-5600-001-0000-7200-0000		119.58
Check # 744648	13	481.42		Printed	HOPPER DAIRY (HOPPER/1)	
67308015	Dairy for Cafeteria			13-5310-0-4700-001-0000-3700-0000		267.28
67308045	Dairy for Cafeteria			13-5310-0-4700-001-0000-3700-0000		214.14
Check # 744649	13	72.61		Printed	NORTH COAST OPPORTUNITIES (MENDOL/2)	
51845	Produce for Cafeteria			13-5310-0-4700-001-0000-3700-0000		72.61
Check # 744650	13	78.00		Printed	MENDOCINO COAST PRODUCE (MCOPRO/2)	
28375	Produce for Cafeteria			13-5310-0-4700-001-0000-3700-0000		78.00
Check # 744651	01	124.00		Printed	MOUNTAIN FRESH SPRING WATER (MOUNTA/1)	
8-31-22 K8 SCHOOL	Drinking Water			01-0794-0-4300-220-1110-1000-0000		124.00
Check # 744652	01	2,667.40		Printed	PG&E (00PG&E/1)	
4668452137-3 AUG2022	Electricity for District			01-0000-0-5510-001-0000-8200-0000		603.32
				01-0000-0-5510-150-0000-8200-0000		948.87
				01-0000-0-5510-220-0000-8200-0000		11.46
				01-0000-0-5510-221-0000-8200-0000		229.28
				01-0000-0-5510-223-0000-8200-0000		10.59
				01-0740-0-5510-001-0000-8200-0000		383.45
				12-6105-0-5510-222-7110-8200-0000		480.43
Check # 744653	01	1,346.96		Printed	PG&E (00PG&E/1)	
6905412483-4AUG2022	Electricity for District			01-0000-0-5510-006-0000-8200-0000		1,346.96
Check # 744654	01	180.71		Printed	PG&E (00PG&E/1)	
8658020613-3 AUG2022	Electricity for District			01-0000-0-5510-246-0000-8200-0000		180.71
Check # 744655	21	10,250.00		Printed	PHILIP MORTON INSPECTION (PHILIP/1)	
10-1-22	High School Modernization Phase 1			21-9010-0-6200-150-0000-8500-9913		10,250.00

Payment Id	Comment	Check Amt	Status	Printed	Roundman's (ROUND/1)	
Check # 744656	13	299.50			13-5310-0-4700-001-0000-3700-0000	299.50
30608	Grass Fed Beef					
Check # 744657	01	90.00			SCHOOL & COLLEGE LEGAL SVCS (SCHAND/1)	
IN23-00444	Workshop 9/22/22 9:00 - 12:00				01-0000-0-5200-001-0000-7200-0000	45.00
IN23-00495	SPED Workshop, Kim Humrichouse				01-6266-0-5200-220-5001-2100-0000	45.00
Check # 744658	63	4,958.35			US BANK CORPORATE PAYMENT SYS (USBANK/2)	
0251781	Phone Services				63-0000-0-5903-001-0000-6000-0000	100.00
0251910	Phone Services				63-0000-0-5903-001-0000-6000-0000	100.00
03545-26447561	Services				63-0000-0-5300-001-0000-6000-0000	12.99
0529738557	Telephone Service				63-0000-0-5902-001-0000-6000-0000	67.48
0613183-IN	Specialized Services				63-0000-0-5811-001-0000-6000-0000	33.02
43594605084	Tower Coverage				63-0000-0-5800-001-0000-6000-0000	250.00
43606183021	Tower Coverage				63-0000-0-5800-001-0000-6000-0000	250.00
443592236	Specialized Services				63-0000-0-5800-001-0000-6000-0000	351.93
63930129498	Postage				63-0000-0-5904-001-0000-6000-0000	517.50
8-31-22	Phone Services				63-0000-0-5903-001-0000-6000-0000	2,324.92
8E29F3D2-0004	0006				63-0000-0-5903-001-0000-6000-0000	500.00
9-19-22	Specialized Services				63-0000-0-5800-001-0000-6000-0000	38.00
9101	Telephone Services				63-0000-0-5903-001-0000-6000-0000	412.51
Check # 744659	13	660.73			US FOODS INC. SAN FRANCISCO (USFOOD/2)	
3544317	Cafeteria Food and Snack				13-5310-0-4700-001-0000-3700-0000	225.17
4224544	Cafeteria Food and Snack				13-5310-0-4700-001-0000-3700-0000	435.56
Check # 744660	01	45.63			WAXIE SANITARY SUPPLY (009737/1)	
81181371	Custodial Supplies				01-0000-0-4300-001-0000-8200-0000	45.63
Check # 744661	01	459.00			XIO INC. (XIOINC/1)	
20122662	Water Quality Monitoring				01-8150-0-5800-001-0000-8110-0000	459.00
* Break in sequence						
Check # VCH-00000006	01	4,844.19			NICK BARBIERI TRUCKING, LLC (RWCOAS/2)	
13925568	Diesel and Regular Fuel for Vehicles and Heating				01-1100-0-5520-220-0000-8200-0000	4,844.19

Number of Items 23 39,190.85 Totals for Register 000232

2023 FUND-OBJ Expense Summary / Register 000232

01-4300	2,754.27
01-5200	1,494.44
01-5510	3,714.64
01-5520	4,844.19

2023 FUND-OBJ Expense Summary / Register 000232 (continued)

01-5600	119.58	
01-5800	2,371.50	
01-5812	15.00	
01-9110*		15,313.62-
Totals for Fund 01	15,313.62	15,313.62-
12-5510	480.43	
12-9110*		480.43-
Totals for Fund 12	480.43	480.43-
13-4300	71.19	
13-4700	1,592.26	
13-5812	25.00	
13-9110*		1,688.45-
Totals for Fund 13	1,688.45	1,688.45-
21-5800	6,500.00	
21-6200	10,250.00	
21-9110*		16,750.00-
Totals for Fund 21	16,750.00	16,750.00-
63-5300	12.99	
63-5800	889.93	
63-5811	33.02	
63-5902	67.48	
63-5903	3,437.43	
63-5904	517.50	
63-9110*		4,958.35-
Totals for Fund 63	4,958.35	4,958.35-
Totals for Register 000232	39,190.85	39,190.85-

* denotes System Generated entry

Net change to Cash 9110 39,190.85-Credit

Mendocino Unified School District



MINUTES

Regular Board Meeting

SEPTEMBER 8, 2022

**MENDOCINO K-8 SCHOOL
44261 LITTLE LAKE ROAD
MENDOCINO, CA 95460**

4:30 P.M. CLOSED SESSION – VIA TELECOFERENCE

(Closed Session Public Hearing – link on page 2)

**5:00 P.M. OPEN SESSION – IN PERSON at K8
& VIA TELECONFERENCE**

Join Zoom Meeting

<https://us02web.zoom.us/j/89581823609?pwd=OktCbFlxSDIKamZ6V3d5ZTdNcVI5dz09>

Meeting ID: 895 8182 3609 Passcode: 121380

Dial by your location +1 669 900 9128 US (San Jose)

Meeting ID: 895 8182 3609 Passcode: 121380

Please “mute” your device during the meeting.

MUSD is not available for technical support for remote meetings.

Board Priorities

- *Develop and expand community partnerships and communication*
- *Increase learning and achievement for all students, families, and staff*
- *Plan wisely for the future while maintaining fiscal integrity*
- *Maintain and improve the physical plant*

Any writings distributed either as part of the Board packet, or within 72 hours of a meeting, can be viewed at the District Office: 44141 Little Lake Road, Mendocino, CA 95460. Board backup materials are also located on the MUSD website at <http://www.mendocinoused.org/District/2285-Untitled.html>

In compliance with Government Code section 54954.2(a) Mendocino Unified School District will, on request, make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability related modification or accommodation in order to participate in the meeting should contact, Erin Placido Exec. Assistant to the Superintendent, in writing at P.O. Box 1154, Mendocino, CA 95460 or via email at doerin@mcn.org.

MENDOCINO UNIFIED SCHOOL DISTRICT IS PROUD TO BE AN EQUAL OPPORTUNITY EMPLOYER

1. 4:30 P.M., CLOSED SESSION CALL TO ORDER AND ROLL CALL

1.1. Call to order and roll call

The meeting was called to order at 4:33PM. Present was Trustee Aum. Virtually present were Trustee's Gay, Grinberg, Morton, Schaeffer

1.2. The President will verbally identify the agenda items to be discussed during closed session as listed below.

The president verbally identified the agenda items.

2. PUBLIC HEARING FOR CLOSED SESSION

Members of the public may take this opportunity to comment on closed session agenda items per Board Policy 9322. Under the requirements of the Brown Act open meeting law, members of the community wishing to address an item on the closed session agenda may do so at this time. Items not on the agenda cannot be addressed at this time. A three-minute limit is set for each speaker on all items. The total time for public input on each item is limited to 20 minutes. (Government Code 54954.3).

Join Zoom Meeting

<https://us02web.zoom.us/j/86446134200?pwd=bnd3bFhoaTlsWVpMcmNSZWxzNXVvUT09>

Meeting ID: 864 4613 4200 Passcode: 846368

Dial by your location

+1 669 900 9128 US (San Jose) Meeting ID: 864 4613 4200 Passcode: 846368

3. CLOSED SESSION

The Board will adjourn to closed session pursuant to Government Code 54950 - 54962.

3.1. Conference with labor negotiators (Govt. Code 54957.6) Agency Representative: Superintendent Jason Morse
Employee organizations: CEMUS and MTA bargaining units and unrepresented employees

3.2. Employment/Personnel Changes

4. 5:00 P.M. OPEN SESSION

4.1. Call to order and roll call

The meeting was called to order at 5:00PM. Present was Trustee Aum. Virtually present were Trustee's Gay, Grinberg, Morton, Schaeffer

4.2. Approval of agenda

Items to be removed from the agenda or changes to the agenda should be done at this time.

MSA Schaeffer/Gay (5/0) to approve the agenda with Items 10.3 and 10.8 pulled.

5. SWEARING IN OF NEW STUDENT TRUSTEE

New Student Trustee Bohdi Briggs was sworn in at 5:13PM.

6. PUBLIC HEARING – SUFFICIENCY OF INSTRUCTIONAL MATERIALS

This public hearing is regarding the sufficiency of instructional materials. At this time the Board will hear comments regarding the availability of textbooks and instructional materials in the District.

The Public Hearing was opened at 5:02PM with no public comment and closed at 5:02PM.

7. CONSENT AGENDA

Items on the consent agenda are passed in one motion without discussion. Any item may be pulled from the consent agenda by any member of the Board and moved to action when approving the agenda. (action)

7.1. Approval of Minutes

7.1.1. Board Meeting Minutes: 8/24/22

- 7.2. Approval of Employment/Personnel Changes
 - 7.2.1. Award, 4% Educational Increment, Classified Employee, effective 9/1/22
- 7.3. Approval of the Current Budget Change Report
- 7.4. Approval of Student Body Reports – August 2022
- 7.5. Approval of Enrollment History, Preliminary Current Year Enrollment and Projection
- 7.6. Approval of the NCLB attestation – paraprofessionals
- 7.7. Approval of the final MTA Contract for 2022-23
- 7.8. Approval of the final CEMUS Contract for 2022-23
- 7.9. Final approval of Board Policies, Bylaws and Administrative Regulations
 - 7.9.1. AR 5117: Interdistrict Attendance – District of Choice (students)
 - 7.9.2. BP/AR 5141.21: Administering Medication & Monitoring Health Conditions (students)

MSA Schaeffer/Morton (5/0) to approve the Consent Agenda as presented.

8. REPORTS

8.1. Student Trustee – Bohdi Briggs

Student Trustee, Bohdi Briggs, reports that school spirit is high. ASB is currently working on Homecoming. The theme has been set. Changes to Spirit Week this year. Friend groups for the new students seems to have been figured out. Soccer team won the "Coast Cup" vs. Fort Bragg. Sports are going well. Noticed that teachers and students are curious about when the construction will be finished. There is a lot of excitement around when we can move into the new building.

8.2. Administrative

8.2.1. Principal – Kim Humrichouse

Principal, Kim Humrichouse, gave the attached presentation.

8.2.2. Superintendent – Jason Morse

Superintendent, Jason Morse, noted that MCN Manager interviews are taking place tomorrow. There are three qualified applicants. An Inside Operations Manager has been hired. The year is going well. New teachers are happy to be here. The District has filled every single position aside from MCN Manager and school Psychologist. Negotiations begin this coming week with both MTA and CEMUS.

8.3. Bargaining Units

8.3.1. Mendocino Teachers Association (MTA)

MTA President, Diana Dominguez, has nothing to report.

8.3.2. Classified Employees of Mendocino Unified Schools (CEMUS)

CEMUS rep, Michele Sheldon reports that CEMUS has not yet met but that job descriptions have been distributed and feedback is being received.

8.4. Board Trustee Reports

Trustee Grinberg reported that she recently attended a round table via Healthy Mendocino and that MUSD teacher, Marshall Brown's CTE program received high regards.

9. TIMED ITEM 6:00 P.M. - PARENT/COMMUNITY COMMENT

Items not on the agenda, but within the jurisdiction of this body, may be addressed at this time or be submitted to the Superintendent in writing for Board consideration as an agenda item. A three-minute limit is set for each speaker on all items. The total time for public input on each item is limited to 20 minutes (Government Code 54952). The Brown Act does not permit the Board to take action on any item that is not on the agenda. In addition, in order to protect the rights of all involved, complaints about employees should be addressed through the District complaint process. Speaking about a personnel issue at a Board meeting may prevent the Board from being able to act on it. Please see an administrator to initiate the complaint process.

The Board may briefly respond to public comments by asking questions to clarify the speaker's comments and refer the speaker to the Superintendent for further clarification. We thank you for your comments and participation at this meeting.

There were no parent/community comments.

10. INFORMATION/DISCUSSION/POSSIBLE ACTION ITEMS

10.1. Transportation Update

Transportation Supervisor, Ceil McDonell, will provide the district with an update on MUSD Transportation (information)

Transportation Supervisor, Ceil McDonell, reports that the original grant that was received from "rural schools pilot program" is still pending. For \$400,000 of which is the cost for the electric bus. We just got a grant for the "H-bit small school set-aside" for five buses each for \$375k. So the buses cost around \$400k each there will be some district funds required but most will be covered via grant. Called around to other districts in CA as well as other states to get feedback on the different types of electric buses available. One of the new busses will have a wheel chair list. The District has hired two new bus drivers and one new sub. The drivers will have to be trained which does take some time.

10.2. Music Education in MUSD

The Board will discuss music in the District. (information/discussion)

The Board discussed music in the District and would like this item to be placed on the October Board agenda for further discussion.

10.3. MUSD Budget Update

Business Manager, Meg Kailikole, will present the MUSD Unaudited Actual Financial Report and request approval by the Board. These mandated financial reports detail the "Unaudited Actuals" revenues and expenses for school year 2021-22. The included series of forms provides revenue and expense detail for each fund. The reports for each fund include columns that represent the "Unaudited Actuals" for the 2021-22 year. The reports for each fund also include informational columns that represent the budget for 2022-23. (action)

This item was pulled from the agenda.

10.4. Consideration of MOU between MUSD and MCCSD for increased potable water storage (action)

MSA Schaeffer/Morton (5/0) to approve the MOU.

10.5. Consideration of Resolution 2022-24: Sufficiency of Instructional Materials. Each year the District is required to pass a resolution determining that each pupil in the District has sufficient textbooks or instructional materials in each core subject which are consistent with the contents of the curriculum framework and standards adopted by the State Board of Education. The resolution establishes the District's eligibility to receive instructional material funding from the state. (action)

MSA Morton/Gay (5/0) to approve Resolution 2022-24.

- 10.6. Consideration of Resolution 2022-26: Continuing Board of Trustees Authority to Hold Virtual Meetings Pursuant to AB 61 (action)

MSA Morton/Schaeffer (5/0) to approve Resolution 2022-26.

- 10.7. Consideration of Resolution 2022-27: Establishment of Fund 15: Pupil Transportation Equipment Fund (action)

MSA Schaeffer/Morton (4/0) to approve Resolution 2022-27.

- 10.8. Consideration of Resolution 2022-28: Adoption of the 2021-22 Actual and the 2022-23 Budget GANN Limit (action)

This item was pulled from the agenda.

- 10.9. Board Policies, Bylaws and Administrative Regulations (as a first reading)

10.9.1. BP/AR/E 1312.3: Uniform Complaint Procedures (community relations)

10.9.2. AR 3311: Bids (business/noninstructional operations)

10.9.3. BP/AR 5113.2: Work Permits (students)

MSA Schaeffer/Morton to approve to final approval in October. 10.9.2 with modifications.

11. FUTURE AGENDA ITEMS

Reduced Workload Program, Teaching Assignments, Deferred Maintenance Plan, Emergency Ops Plan, Spring Consolidated App, Qlty Investment Reports, School Single Plans, Williams Settlement, Seniority Lists

Music Program, Teacher Housing

12. ADJOURNMENT

The next regular Board meeting is scheduled for **October 20, 2022 at Mendocino K-8 School.**

The meeting was adjourned at 6:05PM.

Mendocino K8 Schools

September 2022



Thank you, Jeannel!



New Staff!

Allie Hartley - K-5 Resource Teacher

Adam Channel - K-8 Elective Teacher

Macaella Dell Stuckey - 6th - 8th Grade RtI

Erin Thomas - 7th/8th Grade Science

Carol Salo - 2nd grade/library

Mary Moffett - 4/5 Instructional Aide

Sherry DeGrange - 4/5 Instructional Aide

Barbara Connelly - Albion Aide

Summer School

- Positive Feedback
- 26 students
- Student Newspaper



Enrollment: Mendocino K8

	2021-22	2022-23
TK	2	1
K	14	26
1st	15	15
2nd	15	19
3rd	20	17
4th	29	30
5th	27	30
6th	37	34
7th	32	42
8th	26	36
	217	250

Enrollment: Albion & Comptche

Albion School

	2021-22	2022-23
TK	0	0
K	4	2
1st	4	4
2nd	1	3
3rd	5	1
	14	10

Comptche School

	2021-22	2022-23
TK	0	4
K	2	4
1st	5	1
2nd	2	7
3rd	3	3
	12	19

We are working on...

- Continue building 6-8 RTI Program
- Universal Screenings
 - BPST, DIBELS, Local Math Screener
 - QRI and Local Math Screener
- Mental health/social skills
- TK-5th Grade Math PD
- Curriculum Adoption Science/Social Studies
- Bring back events
 - Assemblies
 - Popcorn Fridays
 - Talent show
- PTO

High School Helpers

- Thank you, Liz and Marci!
- 25 students want to help at the K8

Mendocino Unified School District



MINUTES

Board Study Session

OCTOBER 5, 2022

**MENDOCINO COMMUNITY CENTER
998 SCHOOL STREET
MENDOCINO, CA 95460**

8:30 A.M – 9:30 A.M – CLOSED SESSION

9:30 A.M. to 12:00 P.M – OPEN SESSION

Board Priorities

- *Develop and expand community partnerships and communication*
- *Increase learning and achievement for all students, families, and staff*
- *Plan wisely for the future while maintaining fiscal integrity*
- *Maintain and improve the physical plant*

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MENDOCINO UNIFIED SCHOOL DISTRICT IS PROUD TO BE AN EQUAL OPPORTUNITY EMPLOYER

1. 8:30 A.M., CLOSED SESSION CALL TO ORDER AND ROLL CALL

- 1.1. Call to order and roll call

The meeting was called to order at 8:32AM. Present were Trustees Schaeffer, Gay, Morton, Aum.

- 1.2. The President will verbally identify the agenda items to be discussed during closed session as listed below.

The president verbally identified the agenda items to be discussed.

2. PUBLIC HEARING FOR CLOSED SESSION

Members of the public may take this opportunity to comment on closed session agenda items per Board Policy 9322. Under the requirements of the Brown Act open meeting law, members of the community wishing to address an item on the closed session agenda may do so at this time. Items not on the agenda cannot be addressed at this time. A three-minute limit is set for each speaker on all items. The total time for public input on each item is limited to 20 minutes. (Government Code 54954.3).

There were no public comments.

3. CLOSED SESSION

The Board will adjourn to closed session pursuant to Government Code 54950 - 54962.

- 3.1 Anticipated Litigation: Grand Jury Report.

- 3.2 Conference with labor negotiators (Govt. Code 54957.6) Agency Representative: Superintendent Jason Morse
Employee organizations: CEMUS and MTA bargaining units and unrepresented employees

4. 9:30 A.M. RECONVENE TO OPEN SESSION

- 4.1. Call to order and roll call

The meeting was called to order at 9:37AM. Present were Trustees Schaeffer, Gay, Morton, Aum.

- 4.2. Closed session disclosure

Any reportable action taken during closed session will be disclosed at this time.

The Board unanimously voted to approve the response to the Grand Jury Report.

- 4.3. Approval of agenda

Items to be removed from the agenda or changes to the agenda should be done at this time.

MSA Morton/AUm (4/0) to approve the agenda.

5. PARENT/COMMUNITY COMMENT

Under the requirements of the Brown Act and open meeting laws, members of the community wishing to address an item on the agenda may do so at this time or when the item comes before the Board. Items not on the agenda cannot be addressed at this time. A three-minute limit is set for each speaker on all items. The total time for public input on each item is limited to 20 minutes. (Government Code 54952). The Board may briefly respond to public comments by asking questions to clarify the speaker's comments and refer the speaker to the Superintendent for further clarification. We thank you for your comments and participation at this meeting.

There were no parent/community comments.

6. INFORMATION/DISCUSSION/POSSIBLE ACTION ITEMS

- 6.1. Classified Management Salary Schedule

Superintendent, Jason Morse, will present the proposed changes to the Classified Management Salary Schedule (action)

No action taken. This item will be placed on the October 20th Board agenda.

- 6.2. MUSD Budget Update

Business Manager, Meg Kailikole, will present the MUSD Unaudited Actual Financial Report and request approval by the Board. These mandated financial reports detail

the "Unaudited Actuals" revenues and expenses for school year 2021-22. The included series of forms provides revenue and expense detail for each fund. The reports for each fund include columns that represent the "Unaudited Actuals" for the 2021-22 year. The reports for each fund also include informational columns that represent the budget for 2022-23. (action)

MSA Morton/Aum (4/0) to approve the Unaudited Actuals.

- 6.3. Consideration of Resolution 2022-28: Adoption of the 2021-22 Actual and the 2022-23 Budget GANN Limit (action)

MSA Morton/Aum (4/0) to approve Resolution 2022-28.

- 6.4. MHS Modernization Phase II

Mark Quattrocchi of QKA Architects will present the design and cost estimates for Phase II of the high school modernization project (action)

No action taken. The Board reviewed the designs and cost estimates for Phase II.

7. ADJOURNMENT

The next regular Board meeting is scheduled for **October 20, 2022** at the Mendocino K8 School and via Zoom.

The meeting was adjourned at 11:59PM.

Mendocino Unified School District
2022-23 Combined General Fund Budget Change Report
October 2022

		September	October		
		<u>View</u>	<u>View</u>	<u>Change</u>	
REVENUES:	data as of:	9/1/2022	10/13/2022		
REVENUE LIMIT SOURCES					
8011	State Aid - Current Year	1,669,156	1,669,156	-	
8012	Education Protection Account	80,068	89,650	9,582	
8019	EPA Prior Year Adjustment			-	Revenue Limit Sources
8021	Homeowners' Exemptions Tax	38,106	38,103	(3)	updated based on actuals
8022	Timber Yield Tax	118,017	100,000	(18,017)	at 2021-22 closing.
8029	Other Subventions/In-Lieu Taxes	-	-	-	
8041	Secured Roll Taxes	5,608,851	5,666,159	57,308	
8042	Unsecured Taxes	149,759	136,913	(12,846)	
8043	Prior Years' Taxes	7,441	8,500	1,059	
8044	Supplemental Taxes	-	-	-	
8091	Revenue Limit Transfers	(150,000)	(150,000)	-	
Total Revenue Limit Sources		7,521,398	7,558,481	37,083	
FEDERAL REVENUES					
8181	Special Education Entitlement	96,629	66,927	(29,702)	SPED funding updated for
8182	Discretionary Grants	2,645	2,645	-	change in Revenue
8285	Interagency Contracts between LEAs	-	-	-	distribution by SELPA -
8290	All other Federal Revenue	538,932	494,371	(44,561)	Fed'l offset by Local.
Total Federal Revenues		638,206	563,943	(74,263)	budget to expenditures
OTHER STATE REVENUES					
8311	Other St. Apportionments Current Yr.	-	-	-	
8520	State Nutrition KIT Grant	-	-	-	
8550	Mandated Cost Reimbursements	20,528	20,528	-	
8560	State Lottery Revenue	93,027	93,027	-	
8590	All Other State Revenue	423,125	423,125	-	
Total Other State Revenues		536,680	536,680	-	
OTHER LOCAL REVENUES					
8622	Non-Ad Valorem Taxes	91,350	91,350	-	
8631	Sale of Equipment & Supplies	-	-	-	
8650	Leases and Rentals	5,210	5,210	-	
8660	Interest	10,000	10,000	-	
8662	Net Increase in Fair Value Investment	-	-	-	
8675	Transport. Fees from Individuals	-	-	-	
8677	Transportation & Interagency Services	24,430	24,430	-	
8689	Other Fees and Contracts	1,000	1,000	-	
8699	All Other Local Revenue	38,650	38,650	-	
8792	Transfer of Apportionment from COE	240,492	268,300	27,808	Local SPED, see note
Total Other Local Revenues		411,132	438,940	27,808	above.
TOTAL REVENUES					
		9,107,416	9,098,044	(9,371)	

September October
View View Change
data as of: 9/1/2022 10/13/2022

EXPENDITURES:

CERTIFICATED SALARIES				-	
1100	Teachers' Salaries	3,141,496	3,125,365	(16,131)	update to hired
1200	Pupil Support Salaries	396,507	397,187	680	
1300	Supervisors' and Admin Salaries	406,658	406,658	-	
1900	Other Certificated Salaries			-	
Total Certificated Salaries		3,944,661	3,929,210	(15,451)	
CLASSIFIED SALARIES				-	
2100	Instructional Aides' Salaries	506,142	556,980	50,838	update to hired
2200	Support Salaries	672,061	673,982	1,920	
2300	Supervisors' and Admin Salaries	356,627	382,584	25,957	COVID Stipends
2400	Clerical and Office Salaries	484,094	493,013	8,918	update to hired
2900	Other Classified Salaries	15,474	14,021	(1,453)	
Total Classified Salaries		2,034,398	2,120,579	86,181	
EMPLOYEE BENEFITS					update to hired
310X	STRS	1,073,064	1,065,849	(7,214)	
320X	PERS	529,789	535,656	5,868	
33XX	OASDI/Medicare	203,710	208,364	4,655	
340X	Health & Welfare Benefits	892,724	872,562	(20,162)	
350X	Unemployment Insurance	27,684	28,695	1,011	
360X	Workers' Compensation	161,802	196,791	34,990	update rate
370X	Other Post-Employment Benefits	30,971	30,971	-	
390X	Other Benefits (Ret. Inc. & Board	33,913	33,913	-	
Total Employee Benefits		2,953,655	2,972,802	19,147	
BOOKS AND SUPPLIES				-	
4100	Approved Textbooks & Core Materials	26,000	57,067	31,067	GramSchl add'l curric
4200	Books & Other Reference Materials	-	-	-	
4300	Materials and Supplies	289,654	309,278	19,624	Trans fuel/supplies
4400	Noncapitalized Equipment	45,000	54,646	9,646	KIT Grant
Total Books and Supplies		360,654	420,991	60,337	
SERVICES, OTHER OPERATING EXPENSES				-	
5100	Subagreements for Services	30,000	30,000	-	
5200	Travel & Conference	33,800	35,306	1,506	
5300	Dues and Memberships	27,015	25,646	(1,369)	
5450	Insurance	124,133	124,133	-	
5500	Operation & Housekeeping Services	295,360	309,050	13,690	utilities
5600	Rentals, Leases, Repairs, Improvmts	44,456	42,661	(1,795)	
5700		-	-	-	
5800	Consulting Svcs and Op Expenses	234,500	247,891	13,391	safety insp/tech lic-sftwr
5900	Communications	28,930	29,930	1,000	
Total Services and Other Operating Expenses		818,194	844,617	26,423	
CAPITAL OUTLAY				-	
6100	Land	-	-	-	
6400	Equipment / Equipment Replacement	42,231	42,231	-	
Total Capital Outlay		42,231	42,231	-	

September October
View View
9/1/2022 10/13/2022

Change

data as of:

OTHER OUTGO

7299	All Other Transfer Out to All Other	-	-	-
7300-7399	Transfer of Indirect Costs	(6,000)	(6,000)	-
7439	Debt Service - Principal & Interest	-	-	-
Total Other Outgo		(6,000)	(6,000)	-
TOTAL EXPENDITURES		10,147,793	10,324,430	176,636
OTHER FINANCING SOURCES AND USES				
8919	Transfer In from MCN Fund	40,000	40,000	-
7612	Transfer Out to Transp Equipment	-	-	-
7611	Transfer Out to State Preschool Fund	(51,529)	(57,611)	(6,081)
7616	Transfer Out to Cafeteria	(150,873)	(150,873)	-
7619	Transfer Out to MCN - telecom	(8,190)	(8,190)	-
TOT. OTHER FINANCING SOURCES & USES		(170,592)	(176,674)	(6,081)
NET INCREASE (DECR) IN FUND BALANCE		(1,210,970)	(1,403,059)	(192,089)

\$90k sal/bens
\$87k mat'l/ops

FUND BALANCE, RESERVES				-
Beginning Fund Balance		2,213,688	2,671,976	458,288
Ending Fund Balance		1,002,718	1,268,917	266,199
COMPONENTS OF ENDING FUND BALANCE				
9711	Revolving Cash	10,000	10,000	-
9740	Restricted Balances	329,119	396,612	67,493
9789	Designated for Econ Uncertainty	420,000	420,000	-
9780	Other Designations:			
9780	SLIP/LUMP/Site Accts/Lottery	60,226	43,798	(16,427)
9790	General (Undesignated) Reserve	183,373	398,507	215,134

updated Unaudited Act

9780 Other Designations:

Locally Defined (Site Accts)	24,480.34	24,480.34
Supplemental Concentration	-	-
SLIP/LUMP	19,317.82	19,317.82
Lottery - Unrestricted	16,427.51	-
	<u>60,225.67</u>	<u>43,798.16</u>

2022-23 Year-To-Date ADA by District of Residence

Month: 1

		MUSD	FB	PA	AV	Ukiah	Other	Totals	22/23 CBEDS (Oct.)	21/22 CBEDS (Oct.)
Albion	TK	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0
	K	1.63	0.00	0.00	0.00	0.00	0.00	1.63	2	4
	1	3.74	0.00	0.00	0.00	0.00	0.00	3.74	4	4
	2	2.00	0.00	0.00	0.00	0.00	0.00	2.00	2	1
	3	<u>0.79</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.79</u>	<u>1</u>	<u>5</u>
	Total	8.16	0.00	0.00	0.00	0.00	0.00	8.16	9	14
Comptche	TK	2.42	0.00	0.00	0.00	0.00	0.00	2.42	3	0
	K	3.84	0.00	0.00	0.00	0.00	0.00	3.84	4	2
	1	0.84	0.00	0.00	0.00	0.00	0.00	0.84	1	5
	2	5.74	0.00	0.00	0.00	0.00	0.00	5.74	6	4
	3	<u>2.95</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>2.95</u>	<u>3</u>	<u>4</u>
	Total	15.79	0.00	0.00	0.00	0.00	0.00	15.79	17	15
MK-8	TK	1.37	0.00	0.00	0.00	0.00	0.00	1.37	2	2
	K	19.89	0.00	0.00	0.00	0.00	0.00	19.89	25	16
	1	12.84	0.00	0.00	0.00	0.00	0.00	12.84	15	18
	2	15.47	1.74	0.00	0.00	0.00	0.00	17.21	19	15
	3	14.58	0.84	0.00	0.00	0.00	0.00	15.42	17	25
	4	25.53	1.63	0.00	0.00	0.00	0.00	27.16	30	29
	5	26.16	0.79	0.00	0.00	0.00	0.00	26.95	32	27
	6	24.89	3.58	0.37	0.00	0.00	0.00	28.84	33	40
	7	36.26	2.00	0.00	0.00	0.00	0.00	38.26	42	30
	8	<u>28.89</u>	<u>2.79</u>	<u>0.79</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>32.47</u>	<u>35</u>	<u>26</u>
	Total	205.88	13.37	1.16	0.00	0.00	0.00	220.41	250	228
	9	28.74	4.47	0.00	0.00	0.00	0.00	33.21	35	48
	10	41.53	3.95	2.37	0.00	0.00	0.00	47.85	51	34
11	23.42	7.79	0.00	1.95	0.00	0.00	33.16	36	46	
12	<u>31.05</u>	<u>5.47</u>	<u>1.84</u>	<u>1.79</u>	<u>0.00</u>	<u>0.00</u>	<u>40.15</u>	<u>43</u>	<u>32</u>	
Total	124.74	21.68	4.21	3.74	0.00	0.00	154.37	165	160	
MAS (I.S.)	TK	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0
	K	1.00	0.00	0.00	0.00	0.00	0.00	1.00	1	0
	1	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	1
	2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1	3
	3	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	3
	4	2.68	0.00	0.00	0.00	0.00	0.00	2.68	3	0
	5	0.68	0.00	0.00	0.00	0.00	0.00	0.68	1	1
	6	0.00	1.00	0.00	0.00	0.00	0.00	1.00	1	0
	7	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	4
	8	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	5
	9	1.00	0.00	0.00	0.00	0.00	0.00	1.00	1	2
	10	2.53	0.00	0.00	0.00	0.00	0.00	2.53	4	3
	11	1.00	0.00	0.00	0.00	0.00	0.00	1.00	1	1
12	<u>0.53</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.53</u>	<u>1</u>	<u>0</u>	
Total	9.42	1.00	0.00	0.00	0.00	0.00	10.42	14	23	
SHS	9	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0
	10	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	1
	11	1.25	0.43	0.00	0.00	0.00	0.00	1.68	4	5
	12	<u>0.78</u>	<u>0.00</u>	<u>0.46</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>1.24</u>	<u>3</u>	<u>3</u>
	Total	2.02	0.43	0.46	0.00	0.00	0.00	2.92	7	9
TOTAL		366.01	36.48	5.83	3.74	0.00	0.00	412.07	462	449

2022-23 Total ADA by Attendance Month
ADA for each attendance month

		Mo. 1	Mo. 2	Mo. 3	Mo. 4	22-23 P-1	21-22 P-1	Mo. 5	Mo. 6	Mo. 7	Mo. 8	22-23 P-2	21-22 P-2	Mo. 9	Mo. 10	Mo. 11	22-23 Annual	21-22 Annual
Albion	TK	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	K	1.63	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	1	3.74	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	2	2.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	3	<u>0.79</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
	Total	8.16	0.00	0.00	0.00	0.00	12.91	0.00	0.00	0.00	0.00	0.00	12.32	0.00	0.00	0.00	0.00	12.18
Comptche	TK	2.42	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	K	3.84	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	1	0.84	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	2	5.74	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	3	<u>2.95</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
	Total	15.79	0.00	0.00	0.00	0.00	13.33	0.00	0.00	0.00	0.00	0.00	13.27	0.00	0.00	0.00	0.00	12.90
MK-8	TK	1.37	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	K	19.89	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	1	12.84	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	2	17.21	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	3	15.42	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	4	27.16	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	5	26.95	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	6	28.84	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	7	38.26	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	8	<u>32.47</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
	Total	220.41	0.00	0.00	0.00	0.00	210.11	0.00	0.00	0.00	0.00	0.00	206.74	0.00	0.00	0.00	0.00	207.32
MHS	9	33.21	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	10	47.85	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	11	33.16	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	12	<u>40.15</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
	Total	154.37	0.00	0.00	0.00	0.00	149.04	0.00	0.00	0.00	0.00	0.00	148.63	0.00	0.00	0.00	0.00	147.76
MAS	TK	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	K	1.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	1	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	2	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	3	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	4	2.68	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	5	0.68	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	6	1.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	7	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	8	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	9	1.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	10	2.53	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	11	1.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
12	<u>0.53</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
	Total	10.42	0.00	0.00	0.00	0.00	21.81	0.00	0.00	0.00	0.00	0.00	21.36	0.00	0.00	0.00	0.00	20.31
SHS	9	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	10	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	11	1.68	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	12	<u>1.24</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
	Total	2.92	0.00	0.00	0.00	0.00	3.68	0.00	0.00	0.00	0.00	0.00	2.84	0.00	0.00	0.00	0.00	3.14
TOTAL ADA		412.07	0.00	0.00	0.00	0.00	410.88	0.00	0.00	0.00	0.00	0.00	405.16	0.00	0.00	0.00	0.00	403.61

2022-23 Enrollment by District of Residence

Month: 1

		MUSD	FB	PA	AV	Ukiah	Other	22-23 Totals To Date	22/23 CBEDS (Oct.)	21/22 CBEDS (Oct.)
Albion	TK	0	0	0	0	0	0	0	0	0
	K	2	0	0	0	0	0	2	2	4
	1	4	0	0	0	0	0	4	4	4
	2	3	0	0	0	0	0	3	2	1
	3	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>5</u>
	Total	10	0	0	0	0	0	10	9	14
Comptche	TK	3	0	0	0	0	0	3	3	0
	K	4	0	0	0	0	0	4	4	2
	1	1	0	0	0	0	0	1	1	5
	2	6	0	0	0	0	0	6	6	4
	3	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>3</u>	<u>4</u>
	Total	17	0	0	0	0	0	17	17	15
MK-8	TK	2	0	0	0	0	0	2	2	2
	K	24	0	0	0	0	0	24	25	16
	1	15	0	0	0	0	0	15	15	18
	2	17	2	0	0	0	0	19	19	15
	3	16	1	0	0	0	0	17	17	25
	4	28	2	0	0	0	0	30	30	29
	5	29	1	0	0	0	0	30	32	27
	6	28	4	1	0	0	0	33	33	40
	7	40	2	0	0	0	0	42	42	30
	8	<u>31</u>	<u>3</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>35</u>	<u>35</u>	<u>26</u>
Total	230	15	2	0	0	0	247	250	228	
MHS	9	30	5	0	0	0	0	35	35	48
	10	44	4	3	0	0	0	51	51	34
	11	25	9	0	2	0	0	36	36	46
	12	<u>33</u>	<u>6</u>	<u>2</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>43</u>	<u>43</u>	<u>32</u>
	Total	132	24	5	4	0	0	165	165	160
MAS (I.S.)	TK	0	0	0	0	0	0	0	0	0
	K	1	0	0	0	0	0	1	1	0
	1	0	0	0	0	0	0	0	0	1
	2	0	0	0	0	0	0	0	1	3
	3	0	0	0	0	0	0	0	0	3
	4	3	0	0	0	0	0	3	3	0
	5	1	0	0	0	0	0	1	1	1
	6	0	1	0	0	0	0	1	1	0
	7	0	0	0	0	0	0	0	0	4
	8	0	0	0	0	0	0	0	0	5
	9	1	0	0	0	0	0	1	1	2
	10	4	0	0	0	0	0	4	4	3
	11	1	0	0	0	0	0	1	1	1
12	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	
Total	12	1	0	0	0	0	13	14	23	
SHS	9	0	0	0	0	0	0	0	0	0
	10	0	0	0	0	0	0	0	0	1
	11	3	1	0	0	0	0	4	4	5
	12	<u>2</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>3</u>	<u>3</u>
	Total	5	1	1	0	0	0	7	7	9
TOTAL		406	41	8	4	0	0	459	462	449

2022-23 Total Enrollment by Attendance Month

													22-23
		Mo. 1	Mo. 2	Mo. 3	Mo. 4	Mo. 5	Mo. 6	Mo. 7	Mo. 8	Mo. 9	Mo. 10	Mo. 11	Annual
													Avg
Albion	TK	0	0	0	0	0	0	0	0	0	0	0	0
	K	2	0	0	0	0	0	0	0	0	0	0	2
	1	4	0	0	0	0	0	0	0	0	0	0	4
	2	3	0	0	0	0	0	0	0	0	0	0	3
	3	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
	Total	10	0	0	0	0	0	0	0	0	0	0	10
Comptche	TK	3	0	0	0	0	0	0	0	0	0	0	3
	K	4	0	0	0	0	0	0	0	0	0	0	4
	1	1	0	0	0	0	0	0	0	0	0	0	1
	2	6	0	0	0	0	0	0	0	0	0	0	6
	3	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>6</u>
	Total	17	0	0	0	0	0	0	0	0	0	0	20
MK-8	TK	2	0	0	0	0	0	0	0	0	0	0	2
	K	24	0	0	0	0	0	0	0	0	0	0	24
	1	15	0	0	0	0	0	0	0	0	0	0	15
	2	19	0	0	0	0	0	0	0	0	0	0	19
	3	17	0	0	0	0	0	0	0	0	0	0	17
	4	30	0	0	0	0	0	0	0	0	0	0	30
	5	30	0	0	0	0	0	0	0	0	0	0	30
	6	33	0	0	0	0	0	0	0	0	0	0	33
	7	42	0	0	0	0	0	0	0	0	0	0	42
	8	<u>35</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>35</u>
Total	247	0	0	0	0	0	0	0	0	0	0	247	
MHS	9	35	0	0	0	0	0	0	0	0	0	0	35
	10	51	0	0	0	0	0	0	0	0	0	0	51
	11	36	0	0	0	0	0	0	0	0	0	0	36
	12	<u>43</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>43</u>
	Total	165	0	0	0	0	0	0	0	0	0	0	165
MAS	TK	0	0	0	0	0	0	0	0	0	0	0	0
	K	1	0	0	0	0	0	0	0	0	0	0	1
	1	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	0	0	0	0	0	0	0	0	0	0	0
	3	0	0	0	0	0	0	0	0	0	0	0	0
	4	3	0	0	0	0	0	0	0	0	0	0	3
	5	1	0	0	0	0	0	0	0	0	0	0	1
	6	1	0	0	0	0	0	0	0	0	0	0	1
	7	0	0	0	0	0	0	0	0	0	0	0	0
	8	0	0	0	0	0	0	0	0	0	0	0	0
	9	1	0	0	0	0	0	0	0	0	0	0	1
	10	4	0	0	0	0	0	0	0	0	0	0	4
	11	1	0	0	0	0	0	0	0	0	0	0	1
12	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	
Total	13	0	0	0	0	0	0	0	0	0	0	13	
SHS	9	0	0	0	0	0	0	0	0	0	0	0	0
	10	0	0	0	0	0	0	0	0	0	0	0	0
	11	4	0	0	0	0	0	0	0	0	0	0	4
	12	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>
	Total	7	0	0	0	0	0	0	0	0	0	0	7
TOTAL Enroll		459	0	0	0	0	0	0	0	0	0	0	459

MENDOCINO GRAMMAR SCHOOL
 STUDENT BODY ACCOUNT
 2022-2023 MONTHLY SUMMARY
 PERIOD: SEPTEMBER 2022

	BALANCE	INCOME	EXPENSE	NEW BALANCE
KINDERGARTEN	0.00			0.00
1st GRADE	20.00			20.00
2nd GRADE	-72.84			-72.84
3rd GRADE	122.50			122.50
4-5 GRADES	151.34			151.34
COMPTCHE SCHOOL	0.78			0.78
GENERAL STUDENT BODY	3.55			3.55
MULTI-PURPOSE STAGE	45.07			45.07
To be Reimbursed MUSD	-225.00			-225.00
TOTAL	45.40	0.00	0.00	45.40

**MENDOCINO MIDDLE SCHOOL
STUDENT BODY ACCOUNT
2022-23 MONTHLY SUMMARY
PERIOD: SEPTEMBER 2022**

DESCRIPTION	Beginning Balance	Income	Expenses	Ending Balance
6-8 Art Field Trips	\$ 284.35	\$9.05		\$ 293.40
6-8 Boys Free Throw	\$ -			\$ -
6-8 Girls Free Throw	\$ -			\$ -
6th Grade Class	\$ (230.00)	\$44.00		\$ (186.00)
6th Grade Trips	\$ 6,001.61			\$ 6,001.61
6-8 Trips	\$ -			\$ -
7-8 Boy's BB	\$ 2,369.12			\$ 2,369.12
7-8 Girl's BB	\$ (323.37)			\$ (323.37)
7th Grade Class	\$ 2,544.77			\$ 2,544.77
8th Grade Class	\$ -			\$ -
8th Grade Trip	\$ 63.20			\$ 63.20
Art Fund	\$ (649.33)	\$2,600.00		\$ 1,950.67
Athletics	\$ 1,003.14			\$ 1,003.14
AVID	\$ -			\$ -
Chess Club	\$ -			\$ -
Chorus	\$ -			\$ -
Cooking Club	\$ 266.65			\$ 266.65
Film Club	\$ 86.78			\$ 86.78
Grad Dance	\$ -			\$ -
Maker Faire	\$ -			\$ -
Outdoor Survival	\$ -			\$ -
PE Fund	\$ -			\$ -
School Supplies	\$ 141.61			\$ 141.61
Science	\$ 300.53			\$ 300.53
Student Council	\$ 1,512.31	\$0.89		\$ 1,513.20
Volleyball	\$ 5,554.35	\$881.16		\$ 6,435.51
Yearbook	\$ 572.26			\$ 572.26
Yearend Activities	\$ -			\$ -
TOTAL	\$ 19,497.98	\$3,535.10	\$0.00	\$ 23,033.08

**MENDOCINO HIGH SCHOOL
STUDENT BODY ACCOUNT
2022-2023 MONTHLY SUMMARY
PERIOD: SEPTEMBER 2022**

	DESCRIPTION	Begin Balance	Income	Expenses	Ending Balance
GENERAL FUNDS					
	Athletic Travel/Requests	1199.68			1199.68
	Athletics - Officials only	4292.80			4292.80
	CTE Art	854.00			854.00
	CTE Media	0.00			0.00
	CTE Woodshop	949.83			949.83
	Facilities (key dep)	1908.05			1908.05
	Library	96.20			96.20
	MCHS General	1579.38	710.00	596.27	1693.11
	MCHS Outdoor Leadership	493.15			493.15
	MCHS Yearbook	560.00			560.00
	PACT Testing	525.00			525.00
	PSAT/SAT workbooks	1485.00			1485.00
	Request (donations/interest)	155.85	2.62		158.47
	Sober Grad	2164.49			2164.49
	Skate Ramp Fund	500.87			500.87
	SONAR	4273.34	158.00		4431.34
	Store	160.33			160.33
	Student Council	2054.22	75.00	785.71	1343.51
	Youth Prevention	92.50			92.50
CLASSES					
	Class of 16	500.00			500.00
	Class of 19	306.26			306.26
	Class of 21	327.48			327.48
	Class of 22	990.29			990.29
	Class of 23	1824.00			1824.00
	Class of 24	67.00			67.00
	Class of 25	1164.41			1164.41
FALL SPORTS					
	Boys Soccer	238.76			238.76
	Football	134.12			134.12
	Girls Soccer	25.00			25.00
	Volleyball	891.85			891.85
WINTER SPORTS					
	Boys Basketball	1641.85			1641.85
	Girls Basketball	2187.31			2187.31
SPRING SPORTS					
	Baseball	500.00			500.00
	Golf	0.00			0.00
	Softball	367.73			367.73
	Tennis	64.97			64.97
	Track	0.00			0.00
CLUB					
	Amnesty	387.87			387.87

Art Club	542.85			542.85
Body Positive	0.00			0.00
Chorus	152.21			152.21
CSF	667.34			667.34
Culinary	4702.62			4702.62
Electronics	1121.69			1121.69
Horticulture/Botany Club	2129.35			2129.35
Improv club	334.07			334.07
Interact Club-Activity	4203.36			4203.36
Interact Club-Administrative	2793.10			2793.10
Leadership	56.44			56.44
Model U.N.	980.89			980.89
Multi-Cultural Club	305.00			305.00
Radio	1902.34	453.22		2355.56
Science Club	126.09			126.09
S.E.A. Club	30.00			30.00
Workability/Cardinal Express	146.41			146.41
Yearbook	2380.19	505.00		2885.19
Yoga Club	0.00			0.00
A/E WEEK				
AE WEEK Art Center	25.00			25.00
AE WEEK Ashland	0.00			0.00
AE WEEK Biking	0.00			0.00
AE WEEK Celebration of Self	144.69			144.69
AE WEEK Coastal Adventures	130.00			130.00
AE WEEK College Tours	370.25			370.25
AE WEEK Creative Writing	0.00			0.00
AE WEEK Culinary	94.31			94.31
AE WEEK Drivers Ed Class	300.00			300.00
AW WEEK E-Lab	45.00			45.00
AE WEEK Engineering Extravaganza	857.30			857.30
AE WEEK First Responder Academy	1403.29			1403.29
AE WEEK Learning in La-La Land	237.27			237.27
AE WEEK Media Film	0.00			0.00
AE WEEK San Francisco	634.00			634.00
AE WEEK Sierra Adventure	0.00			0.00
AE WEEK Top Sail	0.00			0.00
AE WEEK Volunteer Crew	76.14			76.14
AE WEEK Washington DC	1392.67			1392.67
AE WEEK Wind Surfing	181.07			181.07
AW WEEK Woodworking	0.00			0.00
AE WEEK Yosemite Institute	0.00			0.00
AE WEEK Reserve	99.84			99.84
TO BE REFUNDED	0.00			0.00
TOTAL	63528.37	1903.84	1381.98	64050.23



SERVICE EXCELLENCE INNOVATION TEAMWORK

Williams Settlement Legislation
Quarterly Uniform Complaints Procedure Reporting Form
2022-23

District Name: Mendocino Unified

Person Completing this Form Erin Placido

Title: Executive Assistant to Superintendent

This report is being submitted for the following quarter (please check one):

Table with 4 columns: Quarter, Reporting Period, Report Due To MCOE. Rows include Quarter #1 (checked), Quarter #2, Quarter #3, and Quarter #4.

Check which applies:

[X] 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 the complaint.

Table with 4 columns: Type of Complaint, Total No. of Complaints, No. of Complaints Resolved, No. of Unresolved Complaints. Rows include Textbooks and Instructional Materials, Teacher Vacancies or Mis-assignments, Facility Conditions, and a TOTALS row.

Superintendent's Name: Jason Morse

Superintendents Signature: [Handwritten Signature]

Forwarded a copy of this completed report to
Veronica Bazor, vbazor@mcoe.us

School Year: 2022-23

School Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mendocino K8 School, Albion School, Comptche School	6025167, 6116149, 6025142	October 10, 2022	October 20, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Mendocino K8 School was identified as an Additional Targeted Support and Improvement (ATSI) school in 2020 due to our Chronic Absenteeism rate and Suspension rate within the Hispanic subgroup.

2022 update: Our status is still on hold due to suspension of the California dashboard due to the pandemic.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our district organized a Chronic Absenteeism task force to evaluate and improve chronic absenteeism across the district. The Chronic Absenteeism Task Force will transition to a site-based Student at Risk team for the 2021-22 school year. In addition, the Positive Behavior and Supports (PBIS) Team set a regular meeting to evaluate student discipline and develop strategies to support suspension alternatives when applicable.

The Student at Risk Team meetings will occur quarterly. Students who are chronically absent will receive a letter of warning. If they continue to be chronically absent, a meeting will be scheduled to review the absences and come up with a plan of support.

The District created a new position, ELD Coordinator, to manage the ELD case load and serve ELD students requiring support.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Mendocino K8 School Site Council reviewed and discussed the plan on October 10, 2022. The plan will be discussed and review with staff at our November 2, 2022 staff meeting. The plan will be reviewed by the board at the October 20, 2022 board meeting.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

Writing – For the 2022-23 school year, the percentage of students who score below or near grade level will decrease from 83% as the 2019 scores indicated. *Due to COVID-19 school closures, the SBAC was not given in the Spring of 2020. Should the SBAC not be given, again, this spring, we will look at the local writing assessment scores to determine progress. The SBAC was given in the Spring of 2021. 2021 test scores did not provide information on separate performance areas. The SBAC was given in the Spring of 2022 and performance area scores were not provided for this assessment.

Identified Need

School-wide writing results show that our students tested better than the state average; however, writing scores have consistently dropped since 2017. In 2017 68.5% scored below or near standard and in 2019 83% of students scored below or near standard in writing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2017 SBAC Writing Score	68.5% below or near standard	2021 SBAC Scores < 83% below or near standard
2019 SBAC Writing Score	83% below or near standard	2021 SBAC Scores < 83% below or near standard
2022 Local Writing Assessment (January)	Received a 1 or 2 6 th – 8 th Grade: 35%	2023 January Writing Assessment TK-8 th < 35% receive a score of 1 or 2

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Begin to implement the newly identified priority standards in writing. Use collaboration and inquiry to improve writing instructional strategies and curriculum implementation with a focus on identifying areas of need through assessment and focusing on those areas through instruction. Conduct ongoing evaluations to determine student and program outcomes and inform ongoing programmatic needs.

- Provide additional targeted instruction in writing instruction to struggling students. Tk-5th grade via the Rtl model. 6th – 8th grade students will receive this instruction during the new “Flex” period.
- Grade level teams will conduct weekly meetings to discuss and analyze priority standards and instructional strategies in writing. Areas of need will be identified through assessments. Meetings will be based on the PLC model, answering the following questions: What do we want our students to learn? How do we know they are learning it? What do we do when they are not? How can we enrich those that are?
- The writing committee will meet quarterly to review writing prompts at different grade levels and discuss any supports teams might need to evaluate writing data and focus on skills needing to be retaught.
- Attend professional development opportunities to support the implementation of a consistent writing curriculum and gain skills around teaching strategies and student editing.
- Use the local writing assessment rubric to determine skill areas that students need support with.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$31,367.21 (1 Instructional aide)	Title I (\$8,107.55) & ELO-G ESSER II (23,259.66)
\$30,338.09 (1 instructional aide)	Title I
\$17,853 (Teacher salary)	Title II
\$5,000 (Professional Development)	Educator Effectiveness (State RS 6266)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal #1: Writing – Develop universal screenings to identify struggling students, provide targeted instruction in writing instruction to those students, meet weekly to review assessment data and student progress, teachers attend professional development to improve writing instruction.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

SBAC data was not broken down into category this year so we cannot compare 2021 results with 2019 results in writing. On our local writing assessment 40% of 6th -8th grade students scored a 3 or hire on the 2019 assessment compared to 63% of 6th – 8th grade students in 2021. PLC teams have met to talk about writing professional development and choosing a session to attend. We have held two writing assessments this year. The writing committee will reconvene in April to discuss a plan for next year around school-wide writing.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

SBAC will occur in 2022 and we hope to get these scores in the area of writing to be able to compare to the 2019 scores. We are currently using local writing assessment data to determine progress. See above.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

It was difficult to implement this goal during distance learning, both for getting authentic assessments from students online and being able to get staff together for collaboration. Staff was focused on transitioning their instruction to a virtual platform for distance learning.

March Update: This year we have been bogged down with behavioral, social-emotional, and structural carryover from distance learning and the pandemic. Getting students and staff to return to school, relearn how to be students and teachers, and get back into the routine of being a student has been the focus for the first half of the school year. We have just begun returning our focus on writing with our PLC discussions.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year, I have added a budget item for professional development. The goal is to have teachers attend a Great Minds training to boost their Tier I instruction in writing using the Great Minds curriculum. I would also like to find a training specific to writing and how to support students struggling with writing better their work with the writing process.

March Update: We have just begun to have the discussions around professional development and finding something that works for Tk-8th grade in our current environment has been tricky. We will continue to narrow options down for teachers to participate in during the 2022-23 school year or over the summer. We have reconvened the Writing Committee to help direct the project and plan for writing assessments, etc. next school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The 2021 and 2022 SBAC scores did not include the performance area breakdowns so we could not compare writing scores year over year.

I have added an activity around using the local writing assessment rubric and results to help guide our teaching and ensure students receive support in the areas of writing that they are struggling with.

Goal 2

Chronic Absenteeism (Subgroup Hispanic) – For the 2022-23 school year, the percentage of students who are Chronically Absent will reduce from 29.8% to 19%.

Identified Need

According to the California School Dashboard, students in the Hispanic subgroup have been in the “red” for two consecutive years, 2018 & 2019 for Chronic Absenteeism. The Hispanic subgroup had a Chronic Absenteeism rate of 29.8% in 2019 as compared to the 19.1% rate for all Mendocino K8 students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019 CA School Dashboard	29.8%	19%
2021-22 MUSD Aeries Data	32.9%	20%
2022-23 as of 10/5/22	26%	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with a focus on Hispanic students and students with disabilities

Strategy/Activity

Mendocino K8 School's Student at Risk Team will review absenteeism data quarterly to identify students who are chronically absent and offer support. The team will use the following strategies to re-engage students and families:

- Arrange a meeting with the guardian and student (6th – 8th) to discuss absenteeism and come up with a system of support,
- Complete home visits as needed to help trouble shoot situations (deliver food and other resources, communicate with families, identify barriers to attendance)
- Refer to counseling,
- Refer to parenting classes,
- Refer student to Assignment Completion Class (ACC), 6th -8th,
- Refer to Saturday School,
- Regular check-ins and communication from school staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No new expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Hispanic students

Strategy/Activity

Mendocino Unified created and hired a new position, the ELD Coordinator. This person manages ELD caseloads and serves students who need direct instruction in English Language Development. The ELD Coordinator will track student progress and develop systems to maintain and review ELD student records. They will also provide outreach to families when needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$78,164.19 (ELD Coordinator)

Expanded Learning Opportunities (State RS 7425)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The Family Engagement Team did a great job of engaging students and families during the 2020-21 Distance Learning School year. We are shifting from the FET back to using our in-person strategies to help support students and families with attendance.

Due to COVID-19 and the return to in-person learning, we are trying to find the balance between encouraging students to attend school and following COVID response protocols: staying home when sick, exposed to COVID, or having tested positive with COVID.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The return to in-person learning has changed the approaches needed. The Family Engagement Team was designed for the distance learning setting and with the return to in-person learning, we'd like to return to using effective in-person strategies. Our staff has also been reassigned to accommodate in-person learning.

March Update: Due to COVID-19 protocols and requirements to stay home it is not a year to be targeting families and holding meetings around absences when we have asked them to remain home. We will focus on this goal at the beginning of the 2022-23 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Instead of using the Family Engagement Team to identify and support students struggling with attendance, the Student At Risk team meetings will be organized on a quarterly basis. We will reinstitute the Assignment Completion Class and Saturday School as a means of supporting students to complete missed work.

March Update: We will focus on this portion of the goal next year (2022-23), as well, due to the need to ask students to stay home due to COVID-19 protocols.

Goal 3

Suspension Rate (Subgroup Hispanic) – For the 2022-23 school year, the percentage of Hispanic students who are suspended will decrease from 10.4% (2019) to 7%.

Identified Need

According to the California School Dashboard, students in the Hispanic subgroup have been in the “red” for two consecutive years, 2018 & 2019 for suspension rates. The Hispanic subgroup had a suspension rate of 10.4% in 2019 as compared to the 7.5% rate for all Mendocino K8 students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019 CA School Dashboard Indicator	10.4% Suspended	7% or less
2021-22 MUSD Aeries Data	2.5% Suspended	7% or less

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on Hispanic students

Strategy/Activity

Continue to implement PBIS strategies.

- PBIS Team meet regularly to review school-wide data and generate alternative consequences to suspension.
- Use restorative meetings to process incidents.
- Continue to refer students to counseling.
- Continue to refer students and families for social work services.
- Conduct Social Skills Groups at various grade levels that appear to need support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$350 (SWIS data system)	Local General Fund
\$41,985.73 (Behavioral/Instructional Aide)	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students 6th – 8th grade students

Strategy/Activity

Through health class, students will learn about risky behaviors, healthy relationships, and self-advocacy. They will learn how to navigate situations in a positive, healthy manner and where to go to ask for help.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
No new expenditures	

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to being in the Distance Learning setting, our PBIS system was put on hold. It is based on in-person learning. Health curriculum was still implemented, but on a limited basis given the limited schedule for Distance Learning. Due to needing to reassign staff to accommodate Distance Learning, the health teacher did not teach the health curriculum, but did consult with the 6th – 8th grade teachers who taught health.

March update: It has been very helpful to have students and teachers back on campus. Health class has been a great venue for 6th -8th grade students to discuss mental health, risky behaviors, and reaching out for help. We have done well in re-implementing PBIS and the PBIS team is working on how we can improve upon that going into next year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

For the 2021-22 school year, we will be back on track with implementing this goal as written since we are back to in-person learning.

March Update: We are on track with implementing this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

New health curriculum was purchased this year to better meet the increased social-emotion needs of our students and give a more diverse exposure of topics across 6th – 8th grade.

School staff will undergo regular trainings throughout the year around PBIS, bringing new staff into the system, recalibrating policies and routines, and making changes as needed as we return to in-person learning.

March Update: We continue to discuss PBIS at staff meetings to help with recalibrating policies and practices and getting back to our routines and structures.

Annual Review

SPSA Year Reviewed: September 2022

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our PBIS system is back in full swing! The PBIS team is meeting regularly. Expectation stations were taught at the beginning of the school year and are scheduled to be taught following vacation breaks. Tickets are being handed out and students are being recognized for positive behavior.

We've reintroduced our PBIS assemblies and family activities that focus on skill that we see needs refreshing school-wide.

Restorative practices are being implemented school-wide. Social skill groups are scheduled and taking place.

The new health curriculum has been purchased and implemented.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We have added using restorative practices and targeted social skills groups to this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

New health curriculum was purchased last year to better meet the increased social-emotion needs of our students and give a more diverse exposure of topics across 6th – 8th grade.

School staff will undergo regular trainings throughout the year around PBIS, bringing new staff into the system, recalibrating policies and routines, and making changes as needed as we return to in-person learning.

School staff are participating in a book share around social justice and will participate in monthly activities throughout the year around the book, Teaching When the World Is On Fire.

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ 151,054.67

DESCRIPTION**AMOUNT**

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 98,284.37

Other Federal, State, and Local Funds

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Educator Effectiveness (RS 6266)	\$5,000
Expanded Learning Opportunities (RS 7425)	\$78,164.19

School Year: 2022-2023

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mendocino High School	23655812333185	October 24, 2022	October 20, 2022

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

Site Council Members:
Tobin Hahn, Principal
Megan Smithyman, Administrative Assistant
Penny Haas, Teacher
Marshall Brown, Teacher
Diana Dominguez, Teacher
Jennifer Garofolo, Parent
Jim Gagnon, Parent
Genevieve Schaner, Student
Arete Gagnon, Student

The SPSA is reviewed annually by the Site Council.

Resource Inequities

NA

Goals, Strategies & Annual Review

Goal 1

While we have structures and supports in place, there is a need to increase the efficiency and accountability of our intervention program to reach all students and involve stakeholders. We will expand our multi-tiered system of supports (MTSS) through the existing structures of PBIS, ASPIRE, and Personal Success Period (PSP) to promote academic excellence, positive behaviors, and social-emotional well-being for all students. We will also explore research based models to ensure we are using our special education resources as efficiently as possible to support student learning.

Identified Need

LEA Goal: Goal 1, Goal 2, Goal 3, Goal 4

Learning Outcomes addressed: Use available resources to meet challenges with creativity and resilience. Be a positive, productive, and informed member of local and global communities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Number of Behavior Intervention Forms (BIF) and suspension rates	<u>Total BIFs</u> 2017-2018: 368, 2.15/student 2018-2019: 332, 1.99/student 2019-2020: 250, 1.51/student (2020-2021 Distance learning) 2021-2022: 268 YTD <u>Suspension rates</u> 2018: 5.9% (11.4% Economically Disadvantaged) 2019: 6.0% (8.6% Economically Disadvantaged) 2020: 6.5% (7.6% Economically Disadvantaged; 15.4% Disabilities)	We will reduce the number of BIFs from '17-'18 levels and keep suspension rates under 6% for all groups.
2. Counseling referral rate, caseloads, and modules given	<u>Caseloads: (data needed)</u> IEP: Non-IEP:	We will increase access to social emotional counseling for all students through counseling services and PSP.
3. Substance use at school (alcohol and other drugs – AOD)	CHKS current AOD use on campus 2017: 9 th /11 th : 23%/26% 2019: 9 th /11 th : 13%/10% 2021: NA, Any AOD use 33%/52%, (31%/61% in 2019, 86%/74% in 2017)	We will continue to reduce substance use at school as measured by CHKS.
4. School Climate Index (SCI) percentile on the California Healthy Kids Survey (CHKS).	SCI Score, similar school percentile 2015: 306, 54 th percentile 2017: 315, 62 nd percentile 2019: 352, 89 th percentile 2021: NA	We will increase our SCI score to 350 or similar schools percentile to at least 90% on the CHKS survey.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5. Chronic absenteeism rate (miss 10% or more of school days).	Chronic Absenteeism Rate 2017-2018: 19.4% 2018-2019: 14.8% 2019-2020: 18.1% (from Aeries) 2020-2021: 5.1% (distance learning, from Aeries)	We will reduce the chronic absenteeism rate as measured by the state to below 10% as a total population.
6. D and F rate for Math, English, Science, Social Science	2018: Math (10.3%), English (14.1%), Science (23.2%), Soc Sci (4.3%) 2019: Math (10.8%), English (17.0%), Science (9.0%), Soc Sci (10.2%) 2020: Math (8.2%), English (10.7%), Science (8.3%), Soc Sci (6.6%) 2021: Math (10.2%), English (8.94%), Science (7.1%), Social Science (2.0%)	Maintain or decrease the recent rate of D's and F's in Math, English, Science, and Social Science for all students compared to 2018 values in Aeries analytics.

Actions for Goal 1

Students to be Served by these strategies/actions: All Students

Action	Responsibility/Timeline	Evidence
1. Utilize Engagement Team to oversee PBIS sustainability.	Administration, Engagement Team / ongoing	Team minutes, evidence of PBIS implementation
2. Explore research based models for delivery of special education services.	SpEd department, administration / 2023-2024	Meeting minutes, evidence of research
3. Provide professional development for integrative aides.	SpEd department, administration	List of professional developments attended
4. Utilize acknowledgements (cardinal credits, student awards etc.) to celebrate the positive accomplishments and plan lunchtime activities and spirit events and assemblies to promote positive culture.	All staff, Administration, ASB / ongoing	List of planned events
5. Implement SRSS-IE universal screening to identify and provide interventions to at-risk students.	Counseling staff, teachers / annual	Aggregate survey results
6. Develop social counseling groups (possibly using MCYP) and refer students when they receive multiple BIFs or marks of 1 on Cit.	Counseling staff, administration / 2023	Referral numbers and group attendance numbers
7. Develop structures to promote daily social-emotional check-ins including Tier 1 supports, advisor phone calls home, and PSP curriculum.	Advisors, Administration, counseling staff / 2023	sample curriculum and materials
8. Create informational flyers and posters on how students can access academic and counseling supports.	Administrative assistant, counseling staff / 2023	Flyers and posters
9. Engagement Team analyzes data at bi-weekly attendance meetings and works with social worker to remove barriers to attendance.	Engagement Team, Social worker, Registrar / Ongoing	Meeting notes and data

10. Utilize the Engagement Team to improve the delivery of interventions through PSP and ASPIRE.	ASPIRE Coordinator, Engagement Team / 2024	Meeting notes, ASPIRE documentation
11. Refine protocol for vaping education as alternative to suspension and explore nicotine cessation options for students	Administration, counseling / 2023	Number of students completing modules, number of referrals to cessation programs

Goal 2

Due to many factors, both internal and external to the school community, there is a need to cultivate a culture of rigor that values the importance of sustained effort and academic excellence. To support staff and students in improving rigor, we will utilize professional learning community strategies with fidelity to create a culture of excellence amongst staff and insure student learning, and we will explicitly teach students perseverance and resilience.

Identified Need

LEA Goal: Goal 1, Goal 3

Learning Outcomes addressed: Aim for excellence in all that you do. Use available resources to meet challenges with creativity and resilience.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Schoolwide Grading Policy implementation fidelity based on gradebook and syllabus survey	Grading philosophy is in Student Handbook	Ensure ongoing fidelity of implementation of school-wide grading system that is accurate, meaningful, consistent, and supportive of learning. Develop increased consistency in implementation of the policy.
2. Percentage of students accessing the portal.	Data needed	Increase portal access for all students and encourage self-monitoring of learning and achievement.
3. D and F rate for Math, English, Science, Social Science	2018: Math (10.3%), English (14.1%), Science (23.2%), Soc Sci (4.3%) 2019: Math (10.8%), English (17.0%), Science (9.0%), Soc Sci (10.2%) 2020: Math (8.2%), English (10.7%), Science (8.3%), Soc Sci (6.6%) 2021: Math (10.2%), English (8.94%), Science (7.1%), Social Science (2.0%)	We will decrease the rate of D's and F's in Math, English, Science, and Social Science for all students compared to 2018 values in Aeries analytics.
4. Number of referrals for academic dishonesty	Academic dishonesty referrals: '19-'20: 4 '20-'21: 13 (distance learning) '21-'22: 6 YTD	Number of referrals for academic dishonesty will reduce by 50% from prior average levels by 2024.
5. PLC products such as meeting notes, norms, agendas	ASPIRE notes Engagement Team notes CTE Department	All PLC groups will be able to present evidence of work and products produced by 2024.
6. A-G preparedness rate	2017 - 48.8% eligible 2018 - 42.2% 2019 - 60.5% 202 - 56% 2021 - 69.2%	We will average 70% of students A-G ready over three years.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Last 3 years average = 61.9%	
7. CCI preparedness indicator	2018 - 68.9% prepared 2019 - 51.2% 2020 - 2021 NA	85% or more of students will be prepared according to the state CCI indicator by 2026

Action for Goal 2

Students to be Served by these strategies/actions: All

Action	Responsibility/Timeline	Evidence
1. Educators work in teams and take collective responsibility for student learning.	All staff / 2024	PLC notes and norms
2. Collaborative teams implement a guaranteed and viable curriculum.	All staff / 2023	Lists of Priority Standards and pacing guides
3. Standards-based grading practices reflected in gradebooks.	All teachers	Survey of Aeries grade books and course syllabi
4. Educators use the results of common assessments to improve individual practice, build the team's capacity to achieve its goals and plan interventions and enrichment.	All staff / 2024	PLC notes and norms
5. Institute an Honor Code to support academic honesty.	Administration / Fall 2022	Honor code, BIF data
6. Create a written expectation of rigor in Honors sections.	Teachers, administration / Spring 2023	Written document
7. Improve assessment strategies to provide timely and targeted information for intervention and remediation.	Teachers, administration	
8. Finish creating flyers for programs so that students know what supports are accessible and build metacognition around expectations of programs.	Administrative assistant, counselor / 2023	completed flyers

Goal 3

In order to inspire our students to be lifelong learners and productive citizens, we will analyze our programs and curriculum for relevance and explore strategies – such as project-based learning, cross-curricular connections, and student empowerment – for making education more accessible and meaningful to our students. We will continue to expand and improve our career and college readiness programs to best prepare our students for post-secondary success.

Identified Need

LEA Goal: Goal 3, Goal 4

Learning Outcomes addressed: Invest in your future by taking advantage of opportunities to learn and thrive. Be a positive, productive, and informed member of local and global communities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. A. Percent A-G eligible (UC/CSU college eligible)	A-G Readiness 2017: 53.8% 2018: 44.4% 2019: 60.5% 2020: 55.9% 2021: 61.9% CCI Indicator from Dashboard 2017: 59.2% 2018: 68.9% 2019: 51.2% 2020: NA 2021: NA	By 2022, we will increase the rate of A-G eligible students to 55% or higher. (Aeries Analytics)
2. Number of dual enrollment students	2021-2022: Pending	2021 onward, Dual enrollment, which can also satisfy being college ready on the CCI, will either make up for decreases in AP enrollment or supplement it.
3. Percent students receiving a diploma who are also CTE (Career Technical Education) completers	2017: 30% 2018: 22% 2019: 43% 2020: 65% 2021: 73%	By 2022, 35% of graduates will be CTE completers.
4. AP (Advanced Placement) exam pass rate	3 or higher on AP Exams 2018: 42% 2019: 49% 2020: 73% 2021: 70% (# of test takers declined)	By 2022 we will increase achievement in AP courses to a pass rate at or above the state average (approximately 65%) based on the College Board 5-year summary.

Action for Goal 3

Students to be Served by these strategies/actions: All

Action	Responsibility/Timeline	Evidence
1. Analyze CTE pathways for jobs outlook and shift pathways accordingly over time.	CTE Department, administration / ongoing	Meeting notes
2. Implement Work Based Learning to support CTE pathways	CTE Coordinator, Pathways coach / 2023	WBL paperwork, participation data
3. Increase academic and CTE pathways with Mendocino College through dual enrollment and concurrent enrollment.	Administration, counselor, Mendocino College, CTE Coordinator / ongoing	Pathways map
4. Begin the process of college advising (red folders) in the 9th grade year by providing students, parents, and advisors information.	Counseling staff, advisors / Spring 2023	Sample student red folder and contents
5. Provide all students with a clear plan and resources to meet Responsible Citizenship hours in a timely manner.	Counseling, advisors / Spring 2023	Sample student red folder and contents
6. Provide teachers with ongoing AP training	teachers, administration / ongoing	Number of trainings
7. Create common academic culture and expectations around A-G courses, Honors courses, and AP courses	teachers, counselors, administration / 2024	Written expectations and protocols in the Handbook and flyers
8. Adopt methods, including online platforms, for A-G credit recovery	Administration, guidance counselors / 2024	Program adoption, number of students and completion rate

Annual Review

SPSA Year Reviewed: 2021-2022

ANALYSIS

Due to many changes in the data landscape over the last six years, some metrics have changed or altogether ceased to be available while other new ones have been added. As a result, we are relying more on a variety of data sources beyond the state databases (DataQuest, Dashboard), including local data, Aeries analytics, and data directly from the College Board. As much as possible, the data source is indicated. Often there are discrepancies between data sets, but trends are similar.

School Climate

School climate data relies heavily on results of the California Healthy Kids Survey (CHKS), which is conducted every other year for 9th and 11th grade students. The survey was given last in 2019 and again in 2021, but the 2021 results were modified for distance learning and not comparable (for example, no School Climate Index was generated for 2021).

The School Climate Index (SCI) based on the CHKS results has improved dramatically with a 35 point increase in similar schools percentile. Almost every metric on the SCI has seen a positive change. The results of the 2017 CHKS prompted the addition of substance use counseling as well as efforts to engage students more in the school community through activities and clubs. Substance use amongst students continues to be a concern, but did see improvement into 2019.

School Climate Index (SCI)

	2015	2016	2017	2018	2019	Change
SCI Score ^A	306	–	315	–	352	+46
SCI State Percentile ^B	54	–	62	–	85	+31
SCI Similar Schools Percentile ^B	54	–	62	–	89	+35

There has been a significant decline in “opportunities for meaningful participation.” This means students do not feel they help decide things like class activities or rules, do not feel they do things that make a difference, do not feel they have a say in how things work, and do not feel they help decide school activities or rules. Females report a higher feeling of meaningful participation than do males. Data was not collected for this metric in the 2021 CHKS. While harassment and bullying have decreased, students experiencing chronic sadness/hopelessness is on the rise over the last six years. However, a similar percentage of students reported sadness/hopelessness in the 2021 survey during distance learning compared to the 2019 survey.

School Climate Index Subscale Results

	SCI Scores					Change
	2015	2016	2017	2018	2019	
Overall Supports and Engagement	353	–	361	–	368	+15
High expectations and caring relationships	331	–	358	–	366	+35
Opportunities for meaningful participation	339	–	325	–	303	-36
Perceived school safety	355	–	366	–	380	+25
School connectedness	357	–	361	–	368	+11
Overall Low Violence and Substance Use	258	–	265	–	323	+65
Low physical/emotional violence victimization	258	–	264	–	319	+61
Low harassment and bullying	249	–	267	–	322	+73
Low substance use at school	263	–	209	–	291	+28

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey – CHKS)

	2015	2016	2017	2018	2019	Change
	(%)	(%)	(%)	(%)	(%)	
Try hard on school work	69	–	69	–	67	-2
Truant more than a few times	8	–	12	–	7	-1
Feel a part of the school	69	–	74	–	65	-4
Safety at school	73	–	78	–	79	+6
Harassed or bullied at school	36	–	33	–	19	-17
Parents feel welcome to participate at this school	~	–	41	–	53	–
School is usually clean and tidy	~	–	85	–	79	–
Experienced chronic sadness/hopelessness	34	–	40	–	45	+11

School Climate Index Subscale Results

	SCI Scores					Change
	2015	2016	2017	2018	2019	
Overall Supports and Engagement	353	-	361	-	368	+15
High expectations and caring relationships	331	-	358	-	366	+35
Opportunities for meaningful participation	339	-	325	-	303	-36
Perceived school safety	355	-	366	-	380	+25
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Overall Low Violence and Substance Use	258	-	265	-	323	+65
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Low harassment and bullying	249	-	267	-	322	+73
Low substance use at school	263	-	209	-	291	+28

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey – CHKS)

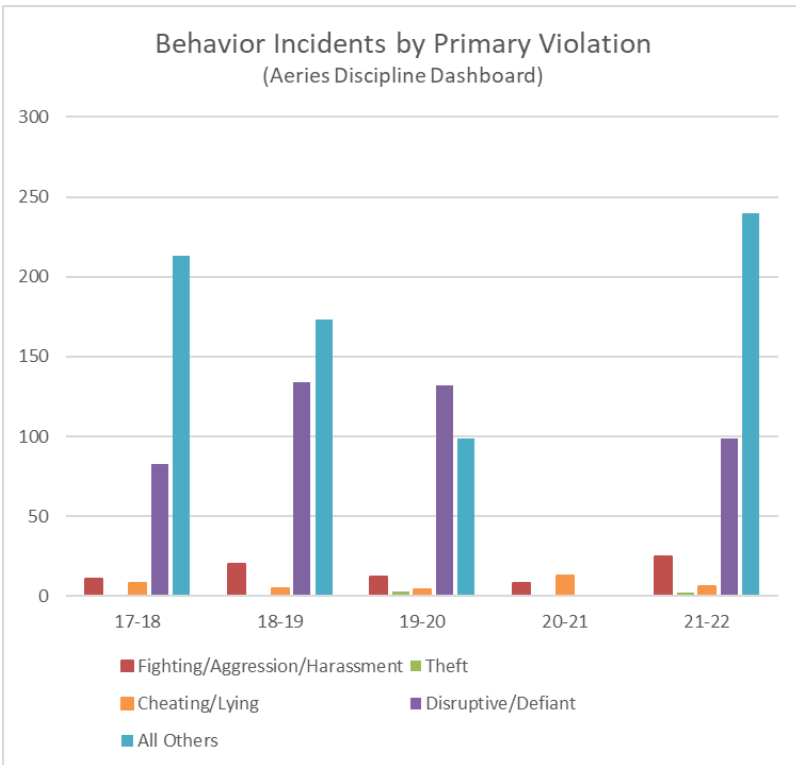
	2015	2016	2017	2018	2019	Change
	(%)	(%)	(%)	(%)	(%)	
Try hard on school work	69	-	69	-	67	-2
Truant more than a few times	8	-	12	-	7	-1
Feel a part of the school	69	-	74	-	65	-4
Safety at school	73	-	78	-	79	+6
Harassed or bullied at school	36	-	33	-	19	-17
Parents feel welcome to participate at this school	~	-	41	-	53	-
School is usually clean and tidy	~	-	85	-	79	-
Experienced chronic sadness/hopelessness	34	-	40	-	45	+11

Behavior and Discipline

At the end of the 2016-2017 school year, a data collection system was established for tracking behavior through the PBIS model. A Behavior Intervention Form (BIF) was implemented and the data is entered in the assertive discipline tab of Aeries, allowing for tracking of trends. Through the Engagement Team, the data is used to initiate interventions for individual students and to better understand school-wide trends. For example, during the 2021-2022 school-year, wandering was the most common violation (responsible for a large spike in BIFs) which subsequently led to a hall pass system, and in prior years an increase in cell phone violations prompted a schoolwide calibration of the policy and enforcement. We have not been successful in reducing the overall number of BIFs and returning from distance learning saw an increase in behavior violations. Some of the trend could be attributed to more teachers utilizing the system over time. Currently, a few teachers use the system regularly and a few not at all, while others submit BIFs on occasion. A teacher handling Level 1 discipline issues well in a classroom may not need to submit BIFs, but likely some teachers are underreporting behaviors. An MTSS Handbook detailing reporting procedures and the PBIS program is given to all staff.

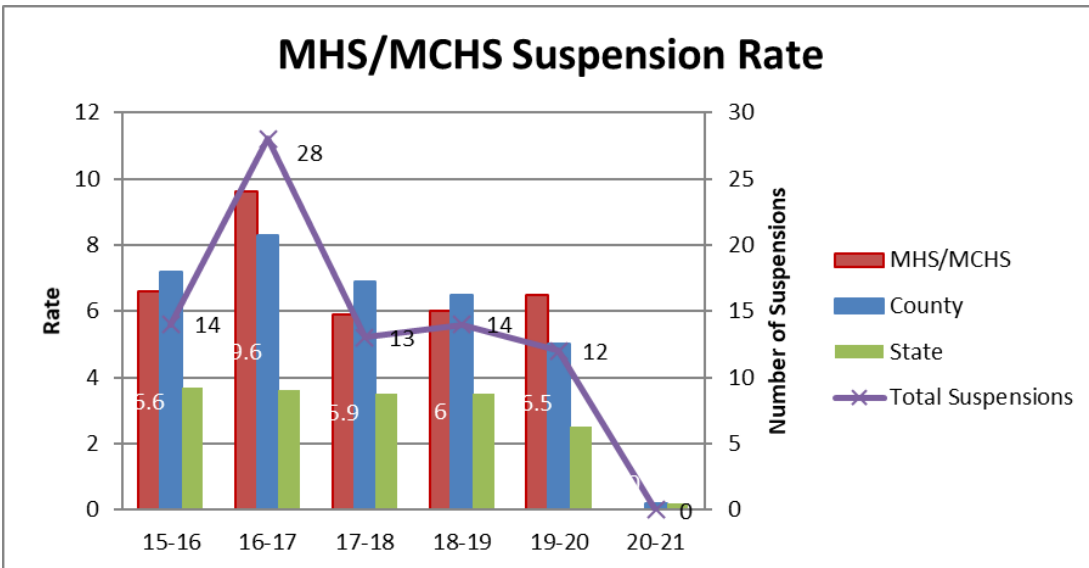
	2017/18	2018/19	2019/20	2020/21	2021/22
Referrals (BIFs) (total primary violations from Aeries)	316	332	250*	22*	372
Suspension rate (CA Dashboard)	9.6	5.9	6.0	0	-
Expulsions	1	0	0	0	0
*includes distance learning					

Discipline Data (Source: Aeries and CA Dashboard)



Behavior incidents by primary violation (Source: Aeries discipline dashboard)

While the number of BIFs has increased, it should be noticed that there are a relatively small number of incidents of fighting and harassment, although this increased in 2020-2021 upon return from distance learning. Disruption/defiance saw an increase leading up to the pandemic and then a slight decline, while wandering during class became the most common BIF in 2021-2022. One contributor to an increase in defiance BIFs has been electronic devices and students not following the device policy.

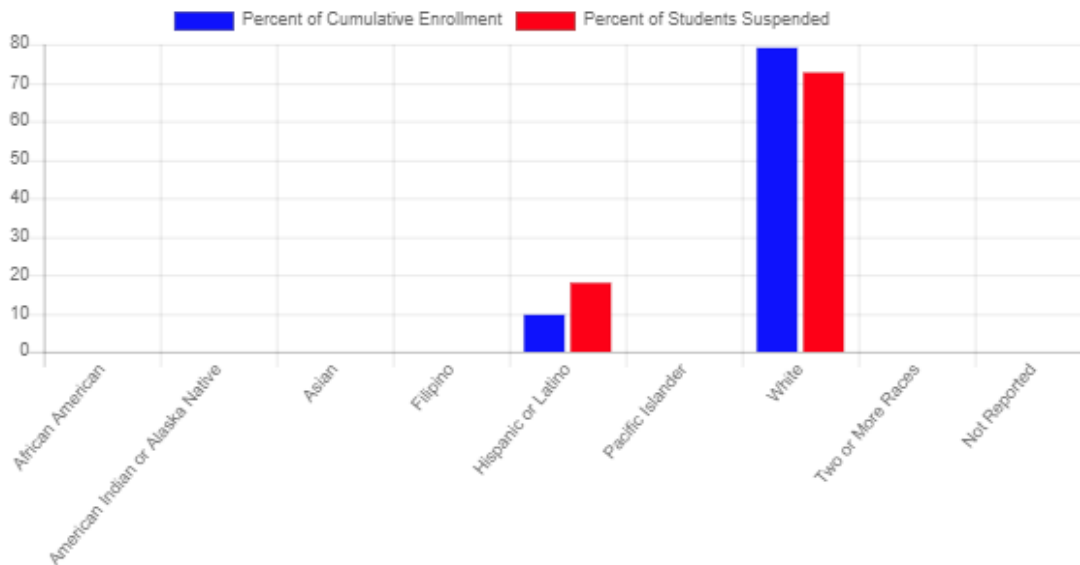


Suspensions increased dramatically with new administration in 2016-2017, but decreased in subsequent years (Source: DataQuest)

With the current administration taking over in 2016-2017, there was a 3% increase in suspensions in 2017 to 9.6%, but the rate dropped down closer to 6% in 2018-2019 and 2019-2020 with the implementation of alternatives to suspension and aspects of restorative practices. Socioeconomically disadvantaged students were, however, indicated as being

suspended at a higher rate (11.4%). The district was placed into Differentiated Assistance based on the higher rate of suspension of subgroups across the district, including Hispanic students and students with disabilities. Suspension rates remain above the state average and will likely increase again when 2021-2022 data is released. The addition of a behavior intervention position (added to the athletic director's duties) in the '17-'18 school-year has allowed for more effective deescalating of situations and providing students with behavioral support. The behavior interventionist works to address issues in classrooms and get students back into class as soon as possible.

Cumulative Enrollment vs Students Suspended

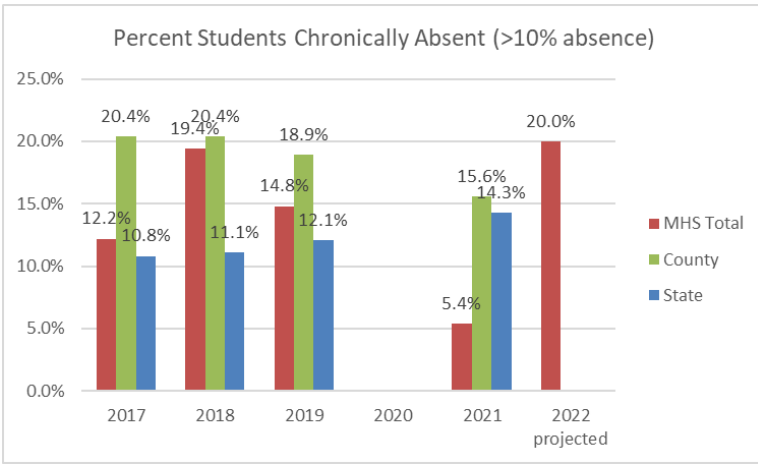


Hispanic students are disproportionately suspended compared to white students, 2019. (source: DataQuest)

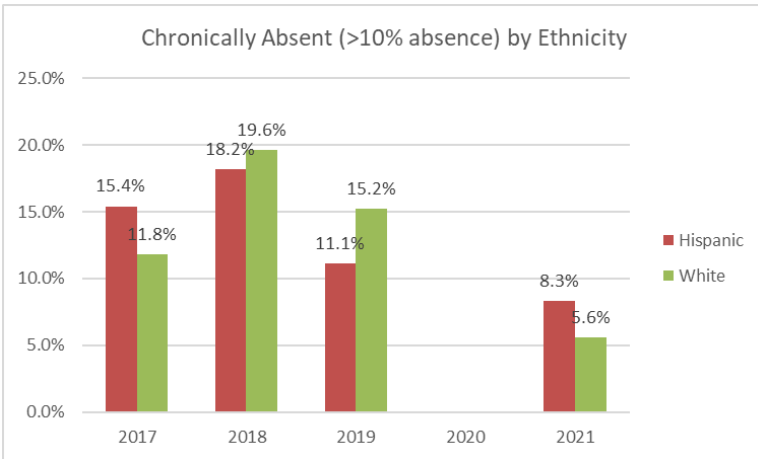
Attendance

Progress was made to reduce chronic absenteeism; however, returning from the pandemic posed challenges including quarantine and isolation, symptom protocols, families taking trips that had been postponed, and mental health issues. Based on Aeries Analytics data, it is expected that chronic absenteeism increased to 20% in the 2021-2022 school-year, erasing prior gains. Interestingly, the primary reason for absences pre-pandemic were excused absences, with unexcused absences and days suspended coming in below the state average. Hispanic students had lower chronic absenteeism rates than whites in recent years, but this reversed during distance learning in 2020-2021. Chronic absenteeism during the pandemic may be more accurately described by period absences: 18% of students missed 10% or more of periods during distance learning. Chronic absenteeism remains an issue but has taken on new challenges and there is a need for another shift in messaging due to the pandemic.

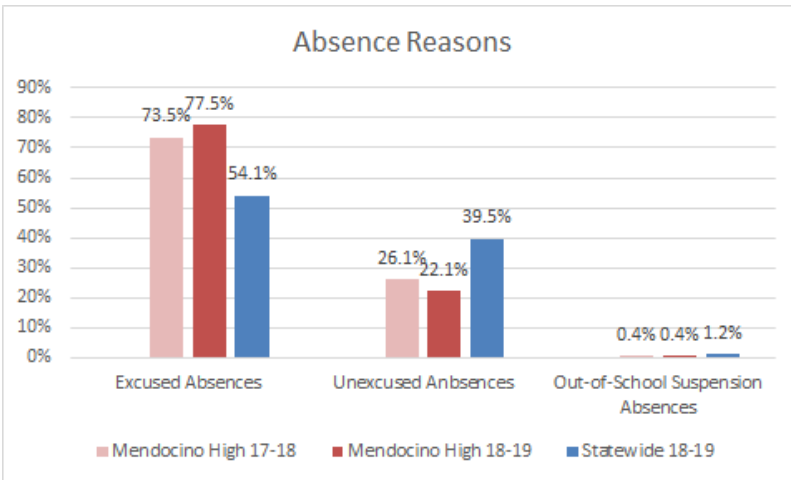
Tardiness continues to be a concern. 32.5% of students were tardy at least one time to 1st/2nd period the first quarter of 2021-2022. 67.7% were tardy to 1st/2nd period at least once in 2018-2019. Though, only 10.8% of students were tardy to 1st period 10% of the time (10 tardies) or more in 2018-2019. While tardiness is widespread, chronic tardiness is concentrated with a smaller group of students. Morning is by far the largest tardiness issue, though tardiness also increases in periods after lunch (5th and 6th periods).



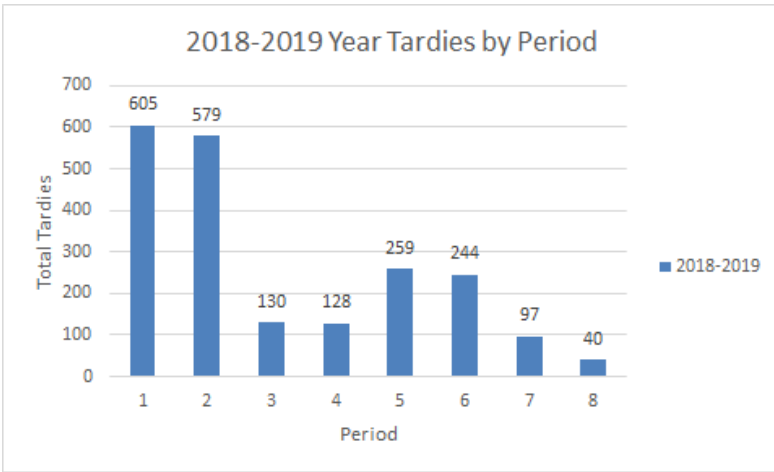
Chronic absenteeism as reported by the state (Data-Quest)



Chronic absenteeism by ethnicity (DataQuest)



Reason for Absences 2017-2018. These data are reflective of other years. (Source: DataQuest)

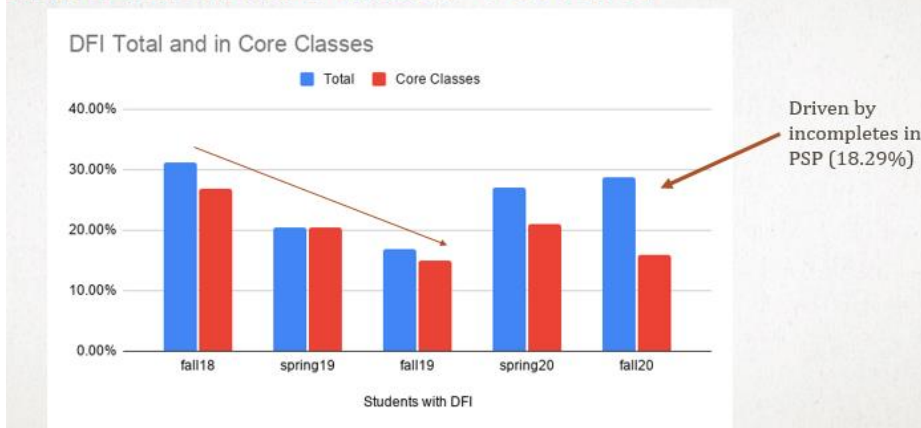


Tardy period data. (Source: Aeries Attendance)

Grade Trends

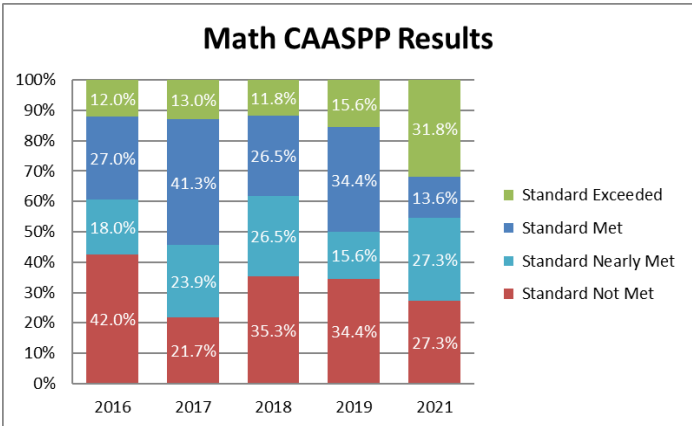
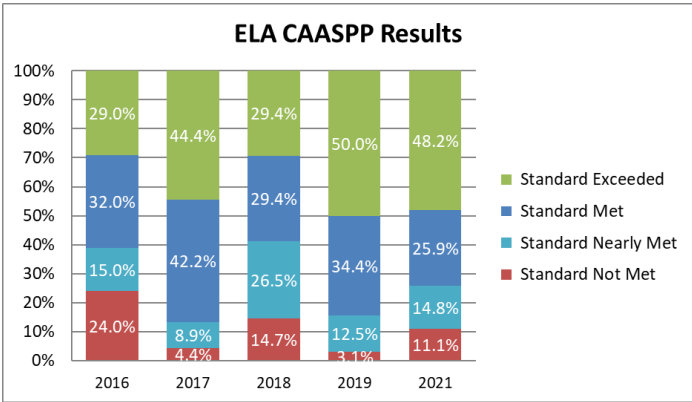
The D/F rate has declined since the implementation of standards based grading. The rate increased slightly in core classes during distance learning.

ACADEMIC ACHIEVEMENT - DFI DATA

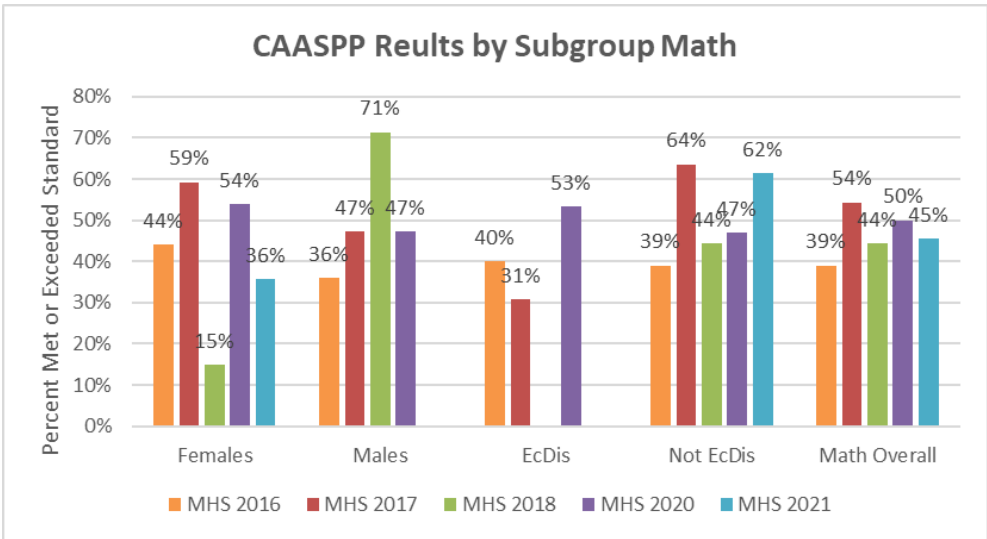


State Testing

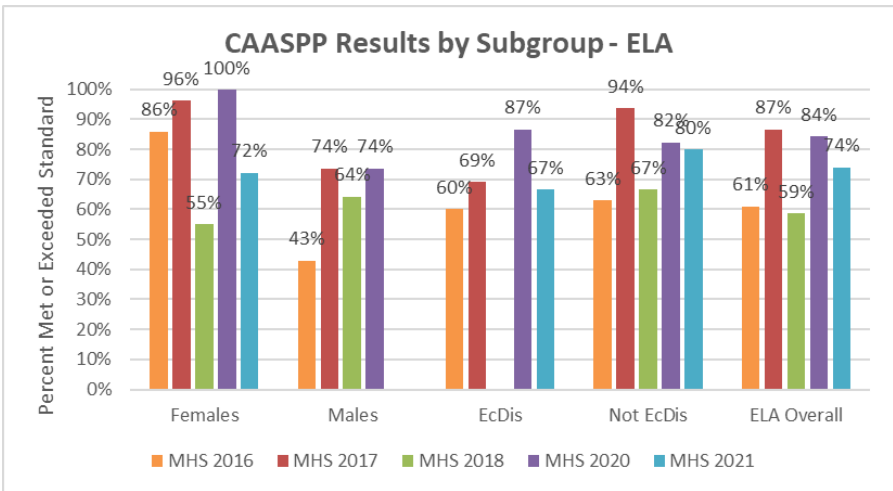
While there has been some fluctuation in performance on the CAASPP and a dip in performance in 2018, scores have remained above the state average. Scores during the distance learning year of 2020-2021 remained above average and stayed within recent score ranges. Fluctuations in scores suggest there is a continued need to provide intervention and remediation for students to bring them into the proficient range and eliminate some cohort variability. Females tend to outperform males in ELA and math, with some exceptions. Economically disadvantaged students perform better than the state average, but do not perform as well as students who are not economically disadvantaged. 2021 data reflects a similar trend, but some of the subgroups were too small to be reportable on the Dashboard. Overall, CAASPP scores appear to be declining since 2017. Disregarding the dip in 2018, CAASPP scores have dropped about 10% on both ELA and Math.



CAASPP results for the last five years in ELA and Math (Source: CA Dashboard).



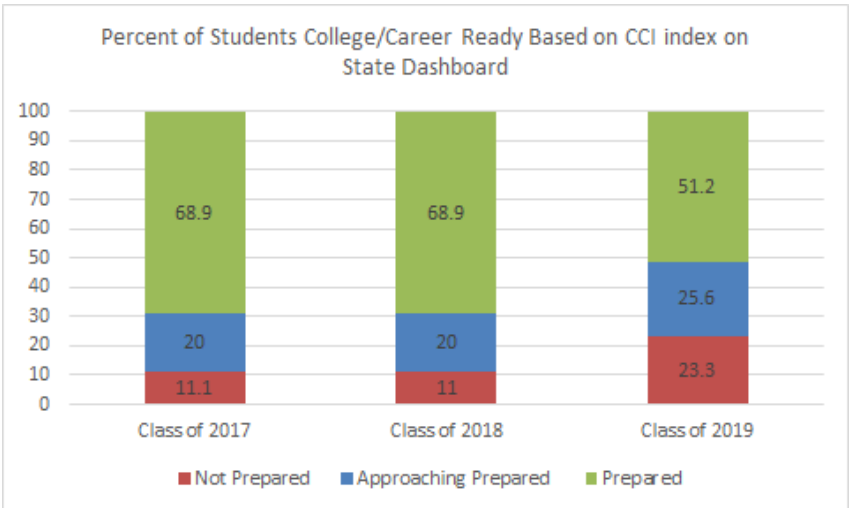
CAASPP Math results by subgroup (Source: CA Dashboard)



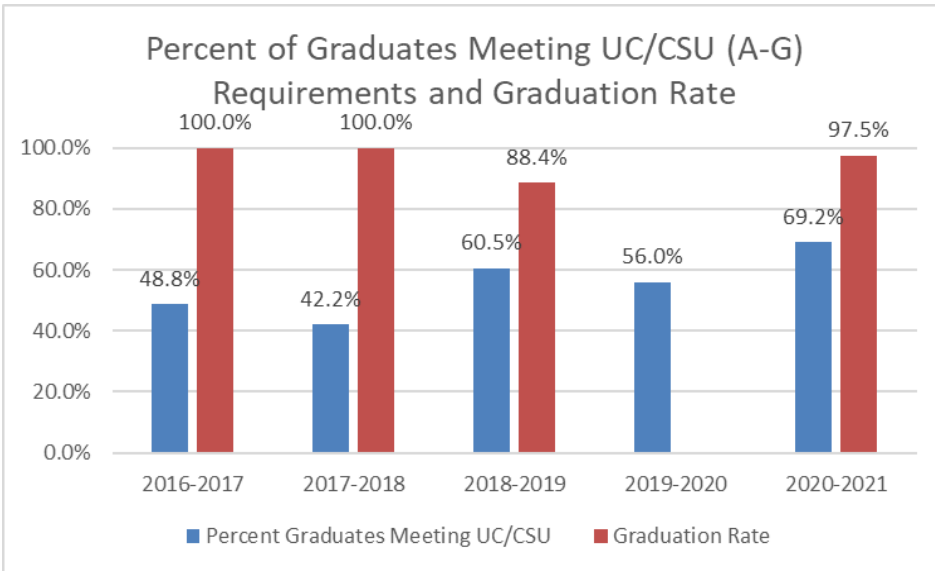
CAASPP ELA results by subgroup (Source: CA Dashboard)

College and Career Readiness

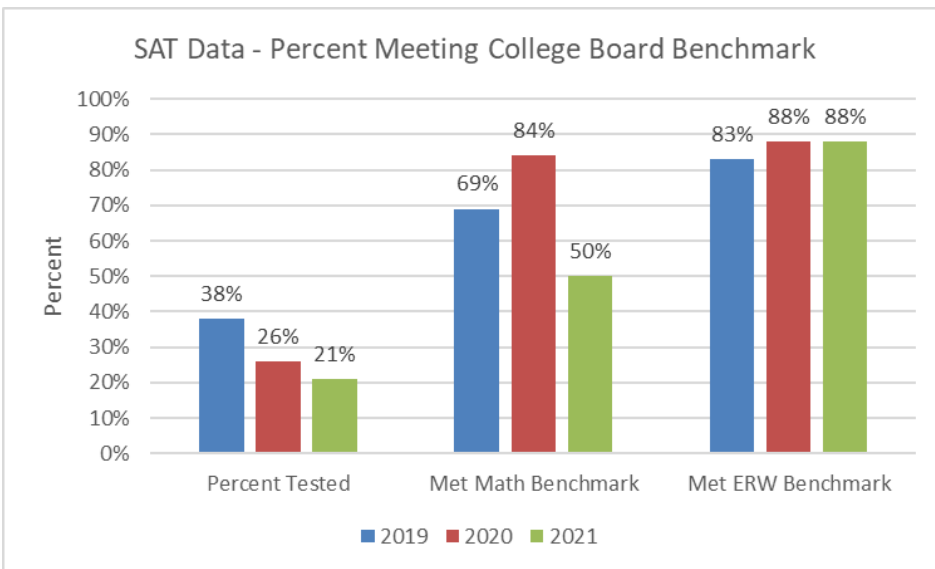
With the implementation of the California Dashboard, there is now a good multiple measure of college and career readiness (CCI), however, data is only available through 2019. In 2020, data was not reported correctly through the CALPADS system and a 0% graduation rate was recorded. 2017-2019 data show a drop in college and career readiness in 2019, the same cohort that scored lower on the CAASPP in 2018. A-G readiness has increased in the last several years, yet graduation rates dipped after several years at 100%. Student pass rates on AP exams are increasing, though the number of test takers is decreasing at the same time. One reason for a decline in AP tests taken is that some classes, such as statistics, have shifted to the dual enrollment model. AP English scores have improved while AP Calculus scores remain below the average state pass rate. Students have generally scored well on national college entrance exams, though fewer students are taking the exams. This is partially due to the fact that many colleges are no longer requiring the SAT and ACT. Recently, the SAT has been offered on campus, which might help to maintain the numbers of students testing. The number of students declaring intent to enroll in two or four year colleges declined through 2020 but was expected to increase again in 2021 and 2022. The number of students who have graduated and completed a CTE pathway has increased steadily. It should be noted that local Aeries and CA Dashboard data are not always in agreement in terms of A-G rates and CTE rates.



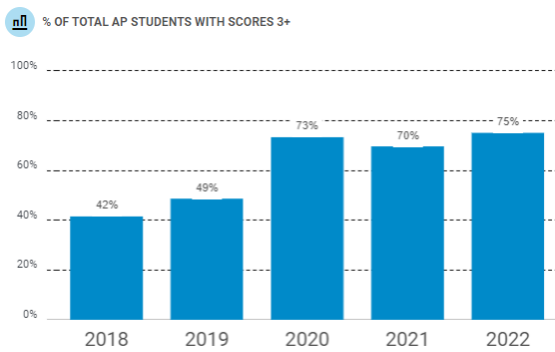
CCI Index longitudinal data (Source: CA Dashboard)



A-G completion rate and graduation rate. 2019-2020 data not available due to error in reporting to Calpads, value from Aeries Analytics (DataQuest – one year graduation data)

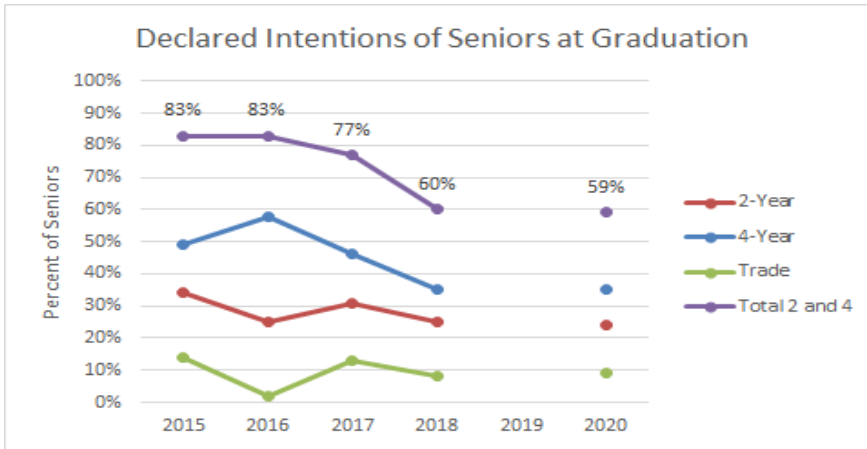


The benchmark represents a student who would receive a C or higher in a college course (Source: College Board)



	2018	2019	2020	2021	2022
Total AP Students	53	35	30	23	24
Number of Exams	83	49	43	25	30
AP Students with Scores 3+	22	17	22	16	18
% of Total AP Students with Scores 3+	41.51	48.57	73.33	69.57	75.00

AP pass rate data (Source: College Board)



Declared College Intentions of Seniors. (Local data: guidance counselor)

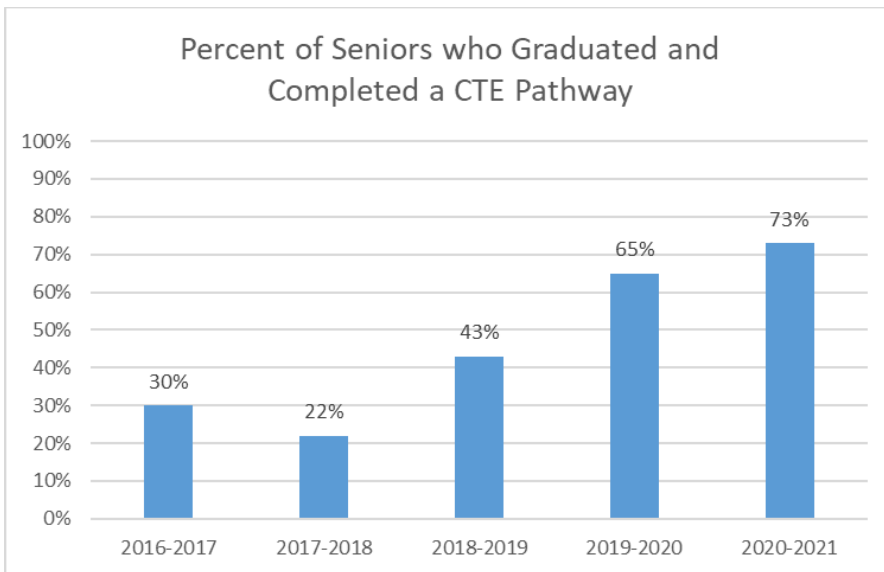


Figure 22: Graduates who completed a CTE pathway (Source: Aeries)

Local Criteria for CTE Completers to Earn a Cord at Graduation

Pathway	Course Sequence			Notes
	Introductory	Concentrator	Capstone	
Design, Visual, and Media Arts		Desktop Publishing 2D Design Photography	Desktop Publishing* AP 2D Studio 3D Design Ceramics	*Must be an editor to receive capstone credit in Desktop Publishing.
DVMA Graduation Cord Criteria: 3 year sequence of courses Capstone project (digital portfolio) <u>or</u> Mentorship with local artist resulting in a product <u>or</u> Editor in Desktop Publishing				
Production and Managerial Arts		Multi-Media Prod.	Radio Production Music Production Video Production	
PAMA Graduation Cord Criteria: 3 year sequence of courses Capstone project				
Cabinet, Millwork, and Woodworking	Materials, Tools & Techniques 1	Materials, Tools & Techniques 2	Furniture and Cabinet Making	3 year sequence
Woodworking Graduation Cord Criteria: 3 year sequence of courses <u>or</u> Reach third year standards Capstone project				
Food Service and Hospitality		Culinary	Restaurant Culinary	
Culinary Graduation Cord Criteria: 3 year sequence of courses Portfolio <u>or</u> Professional work experience				
Plant and Soil Science		Plant Science - Agriculture	Plant Science - Botany	*Biology is a pre-req for A-G Botany
Ag Graduation Cord Criteria: 2 year sequence of courses including Botany (A-G and non A-G possible) Capstone project				
Engineering and Technology		E-Lab	Electronics	
Engineering Graduation Cord Criteria: 2 year sequence (must take E-Lab and Electronics) Robotics Club <u>or</u> Professional Certification <u>or</u> Second year of Electronics				

Graduation Cord Requirements for CTE Courses.

Findings

Based on the data review, some of the areas indicated as strengths are:

- Focus on positive behavior
- Tiered support system
- Inclusive of all students (with disabilities, EL, different identities)
- School climate index is improving
- The Family Resource Center and social worker supporting our families
- Many student clubs and organizations to provide engagement opportunities
- Dedicated teachers, excited about learning and creating inviting learning environments
- Strong leadership at MHS and MCHS
- Supportive counseling department
- Campus safety - low violence
- Teachers addressing behavior issues in the moment
- Expectations and norms built into syllabi, other places schoolwide
- Strive to provide engaging and community building activities as a school
- Amount of D/Fs have decreased with the new grading system
- Implementation of rubrics, emphasis on summative work, and ability to reassess sets students up for success
- Grading has been more consistent
- Improved dialogue between teachers and resource teachers about needed modifications and accommodations, these have also been expanded to students without IEPs
- Above state average on CAASPP
- Increased focus on skills with standards based learning
- ASPIRE intervention program - consistent refining and revisiting of this process
- Authentic and consistent communication of expectations with students
- Good overall communication with parents and amongst staff: Tea w/ Tobin, Staff Awards, Tokens of Appreciation, Hilltop News, weekly Cardinal Currents bulletin, parent Google Classroom updates, Aeries portal
- Advisory program and one on one meetings with advisees
- CTE department meetings and general collaboration

Critical Needs: The following critical needs have been identified and are the basis for the three goals.

- reduce chronic absenteeism
- address general wellness and mental health issues
- continue strengthening CTE pathways
- develop staff collaboration and peer coaching
- increase life-skills offerings
- provide universal access to adequate internet connectivity
- revive a culture of academic excellence, and increase parent involvement

**Emergency
Operations Plan
for
Mendocino Unified
School District**

October 2022-23



Table of Contents

1 INTRODUCTION	1
2 SAFETY COMMITTEE	2
3 ANNUAL REQUIREMENTS	3
4 EMERGENCY PHONE NUMBERS	4
5 ABOUT EMERGENCY MANAGEMENT SYSTEMS	5
Using SEMS (and NIMS) inn your school – an overview	6
A word about Unified Command	7
EOC Managemet and the Basic SEMS/NIMS Flowchart	8
SEMS/NIMS Comparison	9
School Emergency Operations Center	10
K-8 School EOC Organizational Chart	11
9-12 Schools EOC Organizational Chart	12
District Level EOC Organizational Chart	13
6 MANAGEMENT/COMMAND	14
Organization chart	14
Check lists and go Kits	15
7 OPERATIONS	22
Operations Team Roster (K-8 and 9-12)	22
Organization Chart	26
Checklists and Go Kits	27
8 LOGISTICS TEAM	61
Logistics Team Roster (K-8 and 9-12)	61
Logistics Chart	63
Checklists and Go Kits	64

9 PLANNING /INTELLIGENCE TEAM	73
Planning /Intelligence Team Roster	73
Organization Chart	74
Checklists, etc.	75
10 FINANCE/ADMINISTRATION TEAM	83
Finance/Administration Team Roster	83
Organization Chart	84
Checklists, etc	85
11 EMERGENCY ACTIONS AND PROCEDURES	89
Cancellationof School/Closure of School	89
Cancellationof School – Before School Day	91
Shelter in Place	92
Lockdown	95
Evacuation	98
Reverse Evacuation	101
Duck, Cover and Hold	103
12 FORMS	105
EOC Action Plan	105
EOC Section Tasks	107
EOC management Situation Report	109
Scheduled Briefings	111
Section Activity Log	112
Situation Status Report – Initial	113
Situation Status Report – Update	115
Student Emergency Contact Card	116

Student Release Log	119
13 EMERGENCY SUPPLIES	120
14 GO KITS AND SUPPLIES BY SECTION	
Management Go Kit and Supplies	124
Operations Go Kit and Supplies	127
Logistics Go Kit and Supplies	135
Planning/Intelligence Go Kit and Supplies	138
Finance/Administration Go Kit and Supplies	141
15 RECOVERY CHECKLIST	143
16 ADDRESSING THE NEEDS OF INDIVIDUALS WITH DISABILITIES	147
17 RESOURCES AVAILABLE FOR SCHOOLS	148
18 LEGAL REQUIREMENTS OF SCHOOLS	152
19 THE LANGUAGE OF EMERGENCY RESPONSE	155
20 GLOSSARY	156
21 GOVERNMENT AND AGENCY RESOURCES	
22 MAPS AND OVERLAYS	

Introduction

A. PURPOSE: This Emergency Plan addresses the Mendocino Unified School District's planned response to emergency situations associated with natural disasters, technological incidents, and national defense operations. The plan may apply to day-to-day emergencies and the well established and routine procedures used in coping with these minor instances. The operational concepts reflected in this plan focus on potential large-scale disasters which can generate unique situations requiring unusual responses. Such disasters pose threats to life and property or can impact the well-being of a large number of people.

B. DESIGN: The Emergency Plan is designed as closely as possible to daily procedures to avoid the necessity of learning all new functions during the start of a chaotic situation. It does comply with current State Laws which require the use of the Standardized Emergency Management System (SEMS) and the Incident Command System (ICS).

C. USE: This document is intended for use BEFORE disaster strikes so that all responding personnel are prepared - thus avoiding confusion and the loss of precious time. The manual should also be used during an event for guidance and reference.

D. ACTIVATION: This plan can be activated at any time by a supervisor at any level. The scale of activation is solely dependent upon the size of the incident. Other specific instances include:

1. On the order of the official designated by ordinance or rule, providing for the existence or threatened existence of a LOCAL EMERGENCY.
2. When the Governor of the State of California has proclaimed a STATE OF EMERGENCY in an area including this jurisdiction.
3. Automatically on the proclamation of a STATE OF WAR EMERGENCY as defined by the California Emergency Services Act.
4. By a Presidential declaration of a NATIONAL EMERGENCY.
5. Automatically on receipt of an attack warning or the observation of a nuclear detonation.

Safety Committee

2022-23 SAFETY COMMITTEE MEMBERS

Jason Morse	Superintendent / District Safety Director
Erin Placido	Executive Assistant/Human Resources
Kim Humrichouse	K-8 Principal
Tobin Hahn	9-12 Principal
Paulo Andrade	Maintenance Supervisor
Meg Kailikole	District Business Manager
Ceil McDonell	Transportation Supervisor
Nicole Gold	K-8 Administrative Assistant
Megan Smithyman	MHS Administrative Assistant

Annual Requirements

To Be Completed by June 1 annually (June 1, 2022)

1. Monthly fire drills at each school site Review logs Principal

Signed and dated _____

2. Twice yearly earthquake drills at each school site Review logs Principal

Signed and dated _____

3. Annual review of plan sections by designated commanders and chiefs

Signed and dated Superintendent_____

 K-8 Principal_____

 9-12 principal_____

 K-8 Ops Chief_____

 9-12 Ops Chief_____

 K-8 Logistics Chief_____

 9-12 Logistics Chief_____

 Planning Chief_____

 Finance Chief_____

4. Annual Review of certifications Superintendent/designee

Signed and dated_____

5. Annual Review of Training Required: Safety Committee
including review of training matrix, preparation of training calendar, set-up and coordination of classes or
exercises, notification of trainees, documentation of training hours

Signed and dated:
 Superintendent_____

 K-8 Principal_____

 9-12 principal_____

 Planning Chief_____

Emergency Telephone Numbers

In an ***EMERGENCY***, dial 9-1-1 for:

- Fire Department Mendocino (Business: 937-0131; FB 961-2831)
- Sheriff's Department 964-6308
- Highway Patrol 467-1013

American Red Cross, (<i>Santa Rosa</i>).....	<u>577-7600</u>
Animal Regulation, (<i>Fort Bragg office</i>).....	<u>463-4086</u>
CalTrans (<i>Road Closures</i>).....	<u>1-800-427-7623</u>
Fire Department (<i>Mendocino Volunteer</i>)... <i>Emergency</i>	<u>911</u>
<i>(Business)</i>	<u>937-0131</u>
Ham Radio Operators (<i>position currently unfilled</i>).....	
Pacific Gas & Electric Company (<i>Road Closures</i>).....	<u>1-800-743-5002</u>
Police Department (<i>Fort Bragg</i>) (<i>Business</i>)	<u>961-2800</u>
School Insurance Group (<i>Northwest Insurance</i>).....	<u>462-8615</u>
County Department of Emergency Services	<u>463-5630</u>
County Office of Education	<u>467-5000</u>
County Sheriff's Department.....	<u>964-6308</u>
Transportation Agency.....	<u>937-2877</u>
Poison Control (<i>24 hr Emergency Hotline</i>).....	<u>800-222-1222</u>

About Emergency Management Systems

Through the years, those agencies responsible for disaster response have come up with several different models for coordinating that response. Although these models differ, they share a common background: The Incident Command System (ICS). As a member of your school's emergency response team, you will need to be familiar with ICS and the emergency management systems used in California.

Incident Command System (ICS) Developed in the 1970's by Southern California Fire Protection Agencies, this system was designed to coordinate multi-jurisdictional response. The beauty of ICS is that it is based upon common terminology and on the division of response activities into five functional units that essentially eliminates the possibility of the duplication of efforts. ICS became the model for the state's system.

Standardized Emergency System (SEMS) Developed in response to the lack of agency and multi-jurisdictional coordination during the Oakland Fires of 1991, SEMS became the state-wide standard for coordinated emergency response. All agencies involved in emergency response are legally required to use SEMS. In fact, the state reimbursement of local costs incurred for emergency response/recovery is tied to the use of SEMS.

National Incident Management System (NIMS) The national government liked what we were doing in California, so they modified it a little and came up with their own system of emergency response. It is a FEMA approved emergency response system and will become the national model. National compliance is expected by 2006. Like SEMS, compliance will be tied to reimbursement for local costs of emergency response and recovery.

SO, WHAT'S A SCHOOL TO DO?

California's schools were issued their marching orders in 1994, when the State passed the Petris Bill. This bill **requires** schools (who are considered to be special districts) to use the SEMS model in planning for, and responding to, school emergencies and disasters.

USING SEMS (AND NIMS) IN YOUR SCHOOL - AN OVERVIEW

Within SEMS (and NIMS), an emergency response organization consists of five Sections:

Management/Command: responsible for policymaking with respect to disaster planning and preparedness and for the overall coordination of emergency response and recovery activities. This section has four team members, the Incident Commander, the Public Information Officer (PIO), the Safety Officer, and the Liaison Officer. In short: they are *the leaders*.

Planning/Intelligence: responsible for creating the action plans and checklists that will be used by all of the sections during crisis response and recovery. The section is comprised of two teams: the Situation Status Team and the Documentation Team. During an emergency, these teams gather, analyze, disseminate, and record information critical to the functioning of the Management/Command section. Planning/Intelligence are often referred to as *the thinkers*.

Operations: responsible for response preparedness of the Communications, Search and Rescue, First Aid, Student Release/Staff Accounting, Assembly/Shelter, and Maintenance/Fire Teams. During a disaster, this section directs response activities of all of these teams and coordinates that response with Command/Management. These folks represent *the doers*.

Logistics: prior to a disaster, this section is in charge of creating a transportation plan, and insuring that there are adequate supplies of food, water, and equipment for crisis response. During an emergency, the section's two teams, the Supplies/Staffing Team and the Transportation Team provide services, personnel, equipment, materials, and facilities, as needed. They are *the getters*.

Finance/Administration: in charge of creating policy and procedure for documenting costs associated with emergency response. This section has one team, called the Recordkeeping Team. During a disaster they activate contracts with vendors, keep pay records, track receipts, and account for expenditures. Their efforts make it possible for schools to reclaim costs associated with response and recovery activities from the state. They are called *the payers*.

THE EMERGENCY OPERATIONS CENTER

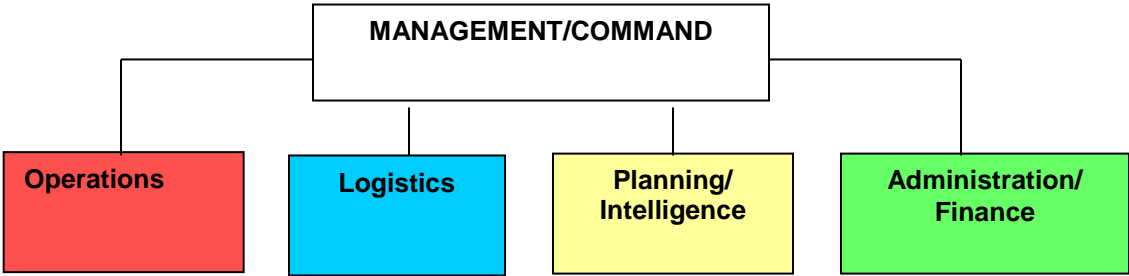
During an emergency, the Management/Command Section gathers together in an area/room to set-up a "command center" also known as the Emergency Operations Center (EOC). In the EOC, the Management Section makes decisions affecting response activities based upon information coming in from the Section Chiefs of the other sections. The organizational chart on the next page outlines the hierarchy in an EOC.

A Word about Unified Command

The control of and response to campus emergencies is the sole responsibility of the school site team *until* first responders arrive. Once they are on campus, incident command transitions to “**Unified Command.**” This transition is immediately facilitated by an on-site briefing of first responders by the Management Team and Section Chiefs. Following the initial briefing, the school’s Incident Commander will begin to work closely with representatives of each response agency to plan and carry out response activities.

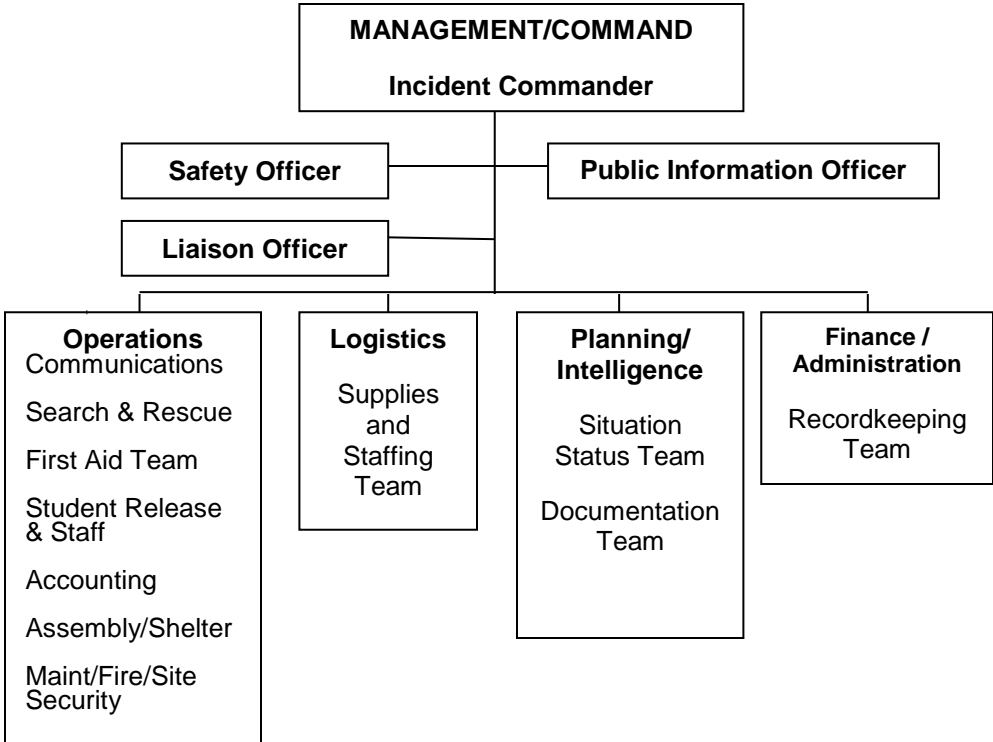
In the EOC, this means that first responder representatives will essentially be running response activities in consultation with the school’s Management Team and Section Chiefs. In the field, Team Leaders and Team Members will work alongside first response teams, *unless* the Incident Commander has deemed it is too dangerous or unsafe for school site teams to continue to participate. *Remember*, first responders are professionals. Work with them and take your cues from them.

EOC Management and the Basic



Divisions of Labor

Each one of the five functions has certain roles and responsibilities during a disaster or school emergency. The Management Division oversees response activities in consultation with the coordinators of the Operations, Logistics, Planning/Intelligence, and



WHAT IS SEMS? (STANDARDIZED EMERGENCY MANAGEMENT SYSTEM)

A standardized approach to emergency management in California using several key concepts:

- 1) A management tool called the Incident Command System (ICS);
- 2) Mutual aid systems in which similar organizations assist each other in emergencies; and
- 3) Multiple agency coordination under which diverse organizations work together and communicate with each other.

WHY USE SEMS?

- To qualify to receive State reimbursement
- To improve coordination between response agencies
- To coordinate flow of information and resources
- To improve mobilization, use and tracking of resources

WHAT ARE THE ELEMENTS OF SEMS?

Key Components:

- **ICS** is a primary component
- Multi-Agency Coordination System
- Master Mutual Aid System
- Operational Areas
- OASIS

There are FIVE levels:

- State Level
- Regional Level (Coastal Region)
- Op Area Level (County)
- School District Level (or Cities)
- School Site Level

WHAT IS NIMS? (NATIONAL INCIDENT MANAGEMENT SYSTEM)

A comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. The intent is to:

- Be applicable across a full spectrum of potential incidents and hazard scenarios, regardless of size or complexity.
- Use an ALL-HAZARDS approach.
- Improve coordination and cooperation between public and private entities.

WHY USE NIMS?

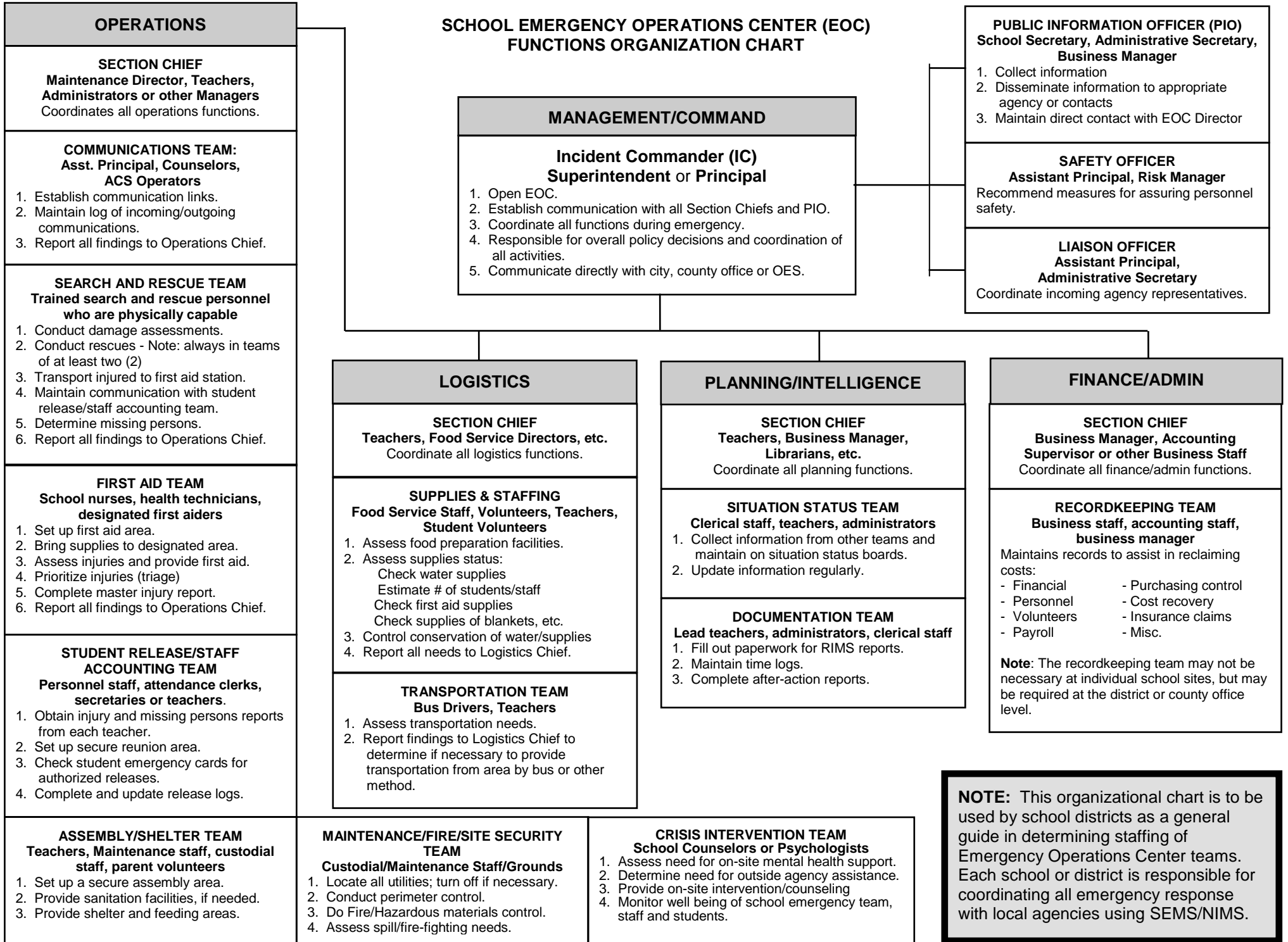
- To qualify to receive Federal reimbursement
- To provide a coordinated response
- To standardize domestic incident response that reaches across all levels of government and all response agencies

WHAT ARE THE ELEMENTS OF NIMS?

Key Components:

- Command and Management

**SCHOOL EMERGENCY OPERATIONS CENTER (EOC)
FUNCTIONS ORGANIZATION CHART**



OPERATIONS

SECTION CHIEF
Maintenance Director, Teachers, Administrators or other Managers
Coordinates all operations functions.

COMMUNICATIONS TEAM:
Asst. Principal, Counselors, ACS Operators

1. Establish communication links.
2. Maintain log of incoming/outgoing communications.
3. Report all findings to Operations Chief.

SEARCH AND RESCUE TEAM
Trained search and rescue personnel who are physically capable

1. Conduct damage assessments.
2. Conduct rescues - Note: always in teams of at least two (2)
3. Transport injured to first aid station.
4. Maintain communication with student release/staff accounting team.
5. Determine missing persons.
6. Report all findings to Operations Chief.

FIRST AID TEAM
School nurses, health technicians, designated first aiders

1. Set up first aid area.
2. Bring supplies to designated area.
3. Assess injuries and provide first aid.
4. Prioritize injuries (triage)
5. Complete master injury report.
6. Report all findings to Operations Chief.

STUDENT RELEASE/STAFF ACCOUNTING TEAM
Personnel staff, attendance clerks, secretaries or teachers.

1. Obtain injury and missing persons reports from each teacher.
2. Set up secure reunion area.
3. Check student emergency cards for authorized releases.
4. Complete and update release logs.

ASSEMBLY/SHELTER TEAM
Teachers, Maintenance staff, custodial staff, parent volunteers

1. Set up a secure assembly area.
2. Provide sanitation facilities, if needed.
3. Provide shelter and feeding areas.

LOGISTICS

SECTION CHIEF
Teachers, Food Service Directors, etc.
Coordinate all logistics functions.

SUPPLIES & STAFFING
Food Service Staff, Volunteers, Teachers, Student Volunteers

1. Assess food preparation facilities.
2. Assess supplies status:
Check water supplies
Estimate # of students/staff
Check first aid supplies
Check supplies of blankets, etc.
3. Control conservation of water/supplies
4. Report all needs to Logistics Chief.

TRANSPORTATION TEAM
Bus Drivers, Teachers

1. Assess transportation needs.
2. Report findings to Logistics Chief to determine if necessary to provide transportation from area by bus or other method.

MAINTENANCE/FIRE/SITE SECURITY TEAM
Custodial/Maintenance Staff/Grounds

1. Locate all utilities; turn off if necessary.
2. Conduct perimeter control.
3. Do Fire/Hazardous materials control.
4. Assess spill/fire-fighting needs.

MANAGEMENT/COMMAND

Incident Commander (IC)
Superintendent or Principal

1. Open EOC.
2. Establish communication with all Section Chiefs and PIO.
3. Coordinate all functions during emergency.
4. Responsible for overall policy decisions and coordination of all activities.
5. Communicate directly with city, county office or OES.

PLANNING/INTELLIGENCE

SECTION CHIEF
Teachers, Business Manager, Librarians, etc.
Coordinate all planning functions.

SITUATION STATUS TEAM
Clerical staff, teachers, administrators

1. Collect information from other teams and maintain on situation status boards.
2. Update information regularly.

DOCUMENTATION TEAM
Lead teachers, administrators, clerical staff

1. Fill out paperwork for RIMS reports.
2. Maintain time logs.
3. Complete after-action reports.

CRISIS INTERVENTION TEAM
School Counselors or Psychologists

1. Assess need for on-site mental health support.
2. Determine need for outside agency assistance.
3. Provide on-site intervention/counseling
4. Monitor well being of school emergency team, staff and students.

PUBLIC INFORMATION OFFICER (PIO)
School Secretary, Administrative Secretary, Business Manager

1. Collect information
2. Disseminate information to appropriate agency or contacts
3. Maintain direct contact with EOC Director

SAFETY OFFICER
Assistant Principal, Risk Manager
Recommend measures for assuring personnel safety.

LIAISON OFFICER
Assistant Principal, Administrative Secretary
Coordinate incoming agency representatives.

FINANCE/ADMIN

SECTION CHIEF
Business Manager, Accounting Supervisor or other Business Staff
Coordinate all finance/admin functions.

RECORDKEEPING TEAM
Business staff, accounting staff, business manager

Maintains records to assist in reclaiming costs:

- Financial
- Personnel
- Volunteers
- Payroll
- Purchasing control
- Cost recovery
- Insurance claims
- Misc.

Note: The recordkeeping team may not be necessary at individual school sites, but may be required at the district or county office level.

NOTE: This organizational chart is to be used by school districts as a general guide in determining staffing of Emergency Operations Center teams. Each school or district is responsible for coordinating all emergency response with local agencies using SEMS/NIMS.

MANAGEMENT

INCIDENT COMMANDER:

Kim Humrichouse

ALTERNATE:

Jason Morse

OPERATIONS

Section Chief:

Laura Lucier

Alternate: Megan Perry

Communication Team:

- 1. * Tracy Elo
- 2. Jeanne Sullivan

Search & Rescue Team:

- 1. * John Moran
- 2. ** Erin Thomas
- 3. Sara Fries
- 4. Darcie Plocher

First Aid Team:

- 1. * Eric Triplett
- 2. Allie Hartley
- 3. Molly Root
- 4. Sam Skowron

Student Release/Staff Acting

- 1. * Laura Lucier
- 2. Megan Perry
- 3. Macaella Dell Stuckey
- 4. Hannah Grinberg

Assembly/Shelter:

- 1. * Trish Evans
- 2. ** Diane Price
- 3. Barb Mueller

**K-8 SCHOOL EMERGENCY OPERATIONS CENTER (EOC)
ORGANIZATIONAL CHART**

PIO:

Erin Placido

ALTERNATE:

Jason Morse

LOGISTICS

Section Chief:

Nicole Gold

Alternate: Tracy Elo

Staffing and Supplies

- 1. * Barbara Mueller
- 2. ** Diane Price
- 3. Ruben Villegas
- 4. Fernando Martinez

Transportation Team:

- 1. * Ceil McDonell
- 2. Christine Kenton
- 3. Sara Kain

Crisis Intervention Team:

- 1. * Cecilia Jimenez
- 2. ** Anna Yanez
- 3. Anna Levy

**Maintenance/Fire/Site Security
(Reports to Operations)**

- 1. * Paulo Andrade
- 2. ** Barbara Mueller
- 3. Ruben Villegas
- 4. Fernando Martinez
- 5. Travis Yolles
- 6. Kiva Myers
- 7. Kyle Rodriguez

SAFETY OFFICER:

Jason Morse

ALTERNATE:

Erin Placido

PLANNING/INTELLIGENCE

Section Chief:

Kim Humrichouse

Alternative: Laura Lucier

Situation Status Team:

- 1. * Tiffany Grant
- 2. ** Michele Sheldon
- 3. _____

Documentation Team:

- 1. * Tiffany Grant
- 2. ** Michele Sheldon
- 3. _____

Student Security:

- 1.* Mark Oatney
- 2. Josh Potter
- 3. Jessica Drayer
- 4. Beth Renslow
- 5. Jana Porter
- 6. Jesse Meuschke
- 7. Jordan West

- 8. Mimi Sawyer
- 9. Aimee Frederick
- 10. Adam Channel
- 11. All instructional/Integrative Aides

LIAISON:

Tiffany Grant

ALTERNATE:

Meg Kailikole

FINANCE/ADMIN

Section Chief:

Meg Kailikole

Alternate: Jason Morse

Recordkeeping Team:

- 1. * Tiffany Grant
- 2. ** _____
- 3. _____

Other:

- 1. * _____
- 2. ** _____
- 3. _____

MANAGEMENT

**9-12 SCHOOLS EMERGENCY OPERATIONS CENTER (EOC)
ORGANIZATIONAL CHART**

INCIDENT COMMANDER:

Tobin Hahn

ALTERNATE:

Jason Morse

PIO:

Erin Placido

ALTERNATE:

Meg Kailikole

SAFETY OFFICER:

Jason Morse

ALTERNATE:

Erin Placido

LIAISON:

Tiffany Grant

ALTERNATE:

Meg Kailikole

OPERATIONS

LOGISTICS

PLANNING/INTELLIGENCE

FINANCE/ADMIN

Section Chief:

Megan Smithyman

Alternate: Liz Newkirk

Section Chief:

Marci Arter

Alternate: Derek Hutchinson

Section Chief:

Erin Placido

Alternate: Paulo Andrade

Section Chief:

Meg Kailikole

Alternate: Jason Morse

Communication Team:

1. * Marshall Brown
2. ** Liz Newkirk
3. James Wroble

Staffing and Supplies

- 1.* Barbara Mueller
- 2.** Diane Price
3. Rogelio (Roy) Munoz
4. Bram Sluis

Situation Status Team:

1. * Tiffany Grant
2. ** Michele Sheldon
3. _____

Recordkeeping Team:

1. * Tiffany Grant
2. ** _____
3. _____

Search & Rescue Team:

1. * May Martin - lead
2. James Eastman
3. Alex Fosse

Transportation Team:

1. * Ceil McDonell - lead
2. Sara Kain
3. Christine Kenton

Documentation Team:

1. * Tiffany Grant
2. ** Michele Sheldon
3. _____

Other:

1. * _____
2. ** _____
3. _____

First Aid/Medical Team:

1. Derek Hutchinson - lead
2. Noah Gold
3. Lora Barnett-Tuomala

Crisis Intervention Team:

1. ** Anny Levy
2. Anna Yanez
3. Cecilia Jimenez

Student Security

- 1.* Sam Stump – lead
2. Meghan Miller
3. Ryan Olson Day
4. James Gilbert

**Maintenance/Fire/Site Security
(Reports to Operations)**

1. * Paulo Andrade
2. ** Kyle Rodrigues
3. Kiva Myers
4. Travis Yolles

**Student Release/Staff Accounting
(Reports to Operations)**

1. * Marci Arter
2. Liz Newkirk (Alt)
3. Meredith Frederick/Erik Rain

**Assembly/Shelter:
(Reports to Operations)**

1. * Kamala Lance – lead
2. Pamela Duncan
3. Tom Sosonvec
4. Taimi Barty

DISTRICT LEVEL

• Incident Commander

Jason Morse
Superintendent/Principal

Office: 937-5868

Principal Kim Humrichouse Designee 1

Office: 937-0515
Cell:

Principal Tobin Hahn Designee 2

Office: 937-5871
Cell:

Go-Kit Location: District Office

• Public Information Officer

Erin Placido Designee 1

Office: 937-5868
Cell:

Jason Morse Designee 2

Office: 937-5868
Cell:

Go-Kit Location: District Office

• Safety Officer

Jason Morse, Superintendent

Office: 937-5868

Erin Placido Designee 1

Office: 937-5868

Go-Kit Location: District Office

• Liaison Officer

Tiffany Grant Designee 1

Office: 937-5868

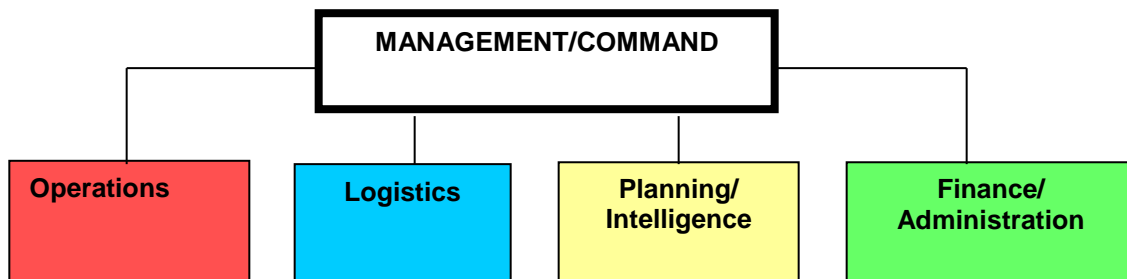
Meg K Designee 2

Office: 937-5868

Go-Kit Location: District Office

MANAGEMENT/COMMAND

During a campus emergency, the Management Team is responsible for coordinating all response activities. This Team is comprised of the Incident Commander, the Public Information Officer, the Safety Officer and the Liaison Officer.



- **INCIDENT COMMANDER (IC)** is responsible for assessing the severity of the incident, establishing management objectives, tracking resource availability, developing and monitoring the response action plan, ensuring proper incident documentation, and assigning/releasing staff as needed.
- **PUBLIC INFORMATION OFFICER (PIO)** acts as the liaison between the school, the media and the public. The PIO must be aware of all incident response activities and is ***the only person*** authorized to speak to the media.
- **SAFETY OFFICER (SO)** is charged with the safety of students, staff, and others on campus during response activities. The SO has the authority to stop any response activity that would create an unsafe situation or put anyone at risk.
- **LIAISON OFFICER (LO)** is the point of contact/coordination between the IC and public agencies and organizations (such as the American Red Cross, or the local utility company) working on campus in support of response activities.

Management Checklist

INCIDENT

The Incident Commander (IC) is the person responsible for the conduct of emergency/disaster operations on-site. The IC's first "job" is to activate the Emergency Operation Center (EOC). During the emergency/disaster, the IC oversees and directs response activities until relieved by an alternate IC, is dismissed by the District Superintendent, or replaced by someone of higher authority (Emergency Response Personnel). While on duty, the IC is charged with ensuring the safety of students, staff, volunteers and campus visitors.

Start-up Actions/Activation

- Open Go-Kit and put on personal safety equipment
- Read position description
- Assess nature and scope of emergency/disaster
- Determine level of threat to people and facilities
- Implement emergency/disaster plan appropriate to situation
- Activate Section Chiefs and team leaders as needed
- Fill in the "Incident Assignments" form as positions are staffed
- Make sure you have a back-up or alternate Incident Commander
- Have your GETS card available

Operational Duties

- Monitor overall response activities by staying in communication with Section Chiefs
- Issue regular reports to District Office (DO)
- Revise incident action plans as situation warrants
- Initiate Student Release when appropriate (*be sure Student Release Team is set up*)
- Authorize Public Information Officer (PIO) to release information to the appropriate agencies
- Assign/re-assign personnel as needed
- Make sure all staff and volunteers take regular breaks (*including yourself*)

INCIDENT COMMANDER

Closing Down/Deactivation

- Authorize deactivation of teams as appropriate and ensure that all pending actions will be completed after deactivation
- Terminate all response activities at the direction of the District Superintendent
- Initiate recovery operations
- Direct the return of all equipment and reusable supplies to the Logistics Team
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Recordkeeping Team
- Leave contact information with Documentation Team in case you need to be reached

Go-Kit

- School Emergency Plan
- Campus map
- Staff and student roster
- Job description clipboard
- Walkie talkie/FRS
- AM/FM radio
- Bullhorn
- Whistle
- Pens, pencils, paper and clipboard
- Disaster response forms
- Vest and/or ID badge
- Hard hat/safety equipment

Supplies/Equipment

- School district radio
- Table and chairs (*if EOC has to be moved outside*)

Forms

- School EOC Organizational Chart
- Section Team Rosters

Management Checklist

PUBLIC

The Public Information Officer (PIO) is the school site's official spokesperson during emergency/disaster operations. The PIO's "job" is to release information about the incident and response activities to the media until the District Office PIO is available.

Start-up Actions/Activation

- Open Go-Kit and put on personal safety equipment
- Read position description
- Meet with IC and Management Team
- Designate a media reception area (*with IC approval*)
- Consult with the District PIO (*if available*) to coordinate information release
- Advise on-site media of time of first press release or press conference
- Open and maintain position activity and communications log

Operational Duties

- Keep updated on response activities
- Schedule regular press conferences
- Get approval of IC for all press releases/statements (**see Guidelines for Speaking to the Press*)
- Remind staff and volunteers to refer all questions from parents and/or the media to the PIO
- Arrange for the translation of announcements and response-related information (*as needed*)
- Monitor news broadcasts and correct any misinformation as soon as possible
- Make sure that the IC is aware of all media-related incidents

Closing Down/Deactivation

- Release PIO staff and volunteers when directed by IC
- Direct the return of all equipment and reusable supplies to the Logistics Team
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Recordkeeping Team
- Leave contact information with Documentation Team in case you need to be reached

Go-Kit

- School Emergency Plan
- Vest and/or ID badge
- Hard hat/safety equipment
- AM/FM Radio (w/batteries)
- Walkie talkie/FRS
- Clipboard and paper
- Pens/Sharpies/Dry Erase Markers
- Scotch tape/masking tape/duct tape
- Scissors
- School site maps and regional/neighborhood maps

Supplies/Equipment

- Newsprint or dry erase board and portable easel
- "Media Here" Sign

Forms

- Disaster Public Information Release Worksheet
- Sample Press Release

Guidelines for Speaking to the Press

When speaking to the press about campus emergencies, it is extremely important to adhere to the following guidelines:

- **READ** all press statements
- **Re-state** the nature of the incident; its cause and time of origin
- **Describe** the size and scope of the incident
- **Report on** the *current* situation
- **Speak about the resources** being utilized in response activities
- **Reassure** the public that everything possible is being done
- **DO NOT release any names**
- **When answering questions** be truthful; but consider the emotional impact the information could have upon listeners
- **Avoid speculation**; do not talk “off the record”
- **Do not use** the phrase “no comment”
- **Set up** press times for updates
- **Control** media location

Management Checklist

The Safety Officer is responsible for ensuring that all response activities are conducted safely.

Start-up Actions/Activation

- Open Go-Kit and put on personal safety equipment
- Read position description
- Meet with IC and Management Team
- Open and maintain position activity log

Operational Duties

- Maintain incident records and track response activities
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled
- Monitor emergency response activities for safe practices
- Identify and mitigate, to the extent practicable, on-site hazards and un-safe situations
- Stop or modify any unsafe activities/operations
- Ensure that school responders are using appropriate safety equipment
- Anticipate situation/problems before they occur
- Consider probable situation changes (aftershocks, etc.) and how they will affect response activities
- Keep the IC apprised of and alert to any potential problems

Closing Down/Deactivation

- Release Safety staff and volunteers when directed by IC
- Direct the return of all equipment and reusable supplies to the Logistics Team
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Recordkeeping Team
- Leave contact information with Documentation Team in case you need to be reached

Go-Kit

- School Emergency Plan
- Job Description clipboard
- Vest and/or ID badge
- Hard hat/safety equipment
- Pens, paper and clipboard
- Walkie-talkie/FRS

Management Checklist

The Liaison Officer is the point of contact for outside Agency Representatives offering organizational assistance during school site emergency response. The Liaison Officer coordinates the efforts of these outside agencies while on-site to ensure the proper flow of information.

Start-up Actions/Activation

- Open Go-Kit and put on personal safety equipment
- Read position description
- Meet with the IC and Management Team
- Open and maintain position activity log

Operational Duties

- Brief agency representatives on the status of the situation, response priorities, and the incident action plan
- Ensure the coordination of efforts by keeping the IC informed of agency action plans
- Provide periodic updates to agency representatives as necessary

Closing Down/Deactivation

- Release Liaison staff and volunteers when directed by the IC
- Direct the return of all equipment and reusable supplies to the Logistics Team
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Recordkeeping Team
- Leave contact information with Documentation Team in case you need to be reached

Go-Kit

- School Emergency Plan
- Vest and/or ID badge
- Hard hat/safety equipment
- Pens, paper and clipboard
- Walkie talkie/FRS

K- 8 Operations Team Roster

• Section Chief

Laura Lucier Designee 1

Contact Info 937-0515

Contact Info: _____

Contact Info: _____

Megan Perry Designee 2

Contact Info: 937-0515

Contact Info: _____

Contact Info: _____

Go-Kit Location: site office

• Communications Team Leader

Nicole Gold Designee 1

Contact Info 937-0564

Contact Info: _____

Tracy Elo Designee 2

Contact Info: 937-2015

Contact Info: _____

Contact Info: _____

Contact Info: _____

Go-Kit Location: site office

• Search and Rescue Team Leader

John Moran Designee 1

Contact Info 937-0564

Contact Info: _____

Erin Thomas Designee 2

Contact Info: 937-0564

Contact Info: _____

Contact Info: _____

Contact Info: _____

Go-Kit Location: site office

• First Aid Team Leader

Eric Triplett Designee 1

Contact Info 937-0515

Allie Hartley Designee 2

Contact Info: 937-0564

Go-Kit Location: site office

• Student Release/Staff Accounting Team

Laura Lucier Designee 1

Contact Info 937-0564

Contact Info: _____

Megan Perry Designee 2

Contact Info: 937-0564

Contact Info: _____

Contact Info: _____

Contact Info: _____

Go-Kit Location: site office

• **Assembly/Shelter Team Leader**

Trish Evans Designee 1

Contact Info 937-4640

Diane Price Designee 2

Contact Info: _____

Contact Info: 937-4640

Contact Info: _____

Contact Info: _____

Contact Info: _____

Go-Kit Location: **cafeteria**

• **Maintenance/Fire/Site Security Team Leader**

Paulo Andrade Designee 1

Contact Info 969-1603

Barb Mueller Designee 2

Contact Info: _____

Contact Info: 937-0564

Contact Info: _____

Contact Info: _____

Contact Info: _____

Go-Kit Location: **maintenance room**

• **Crisis Intervention Team Leader**

Cecilia Jimenez Designee 1

Contact Info 937-5871

Anna Yanez Designee 2

Contact Info: _____

Contact Info: 937-0515/937-5871

Contact Info: _____

Contact Info: _____

Go-Kit Location: **site office**

9-12 Operations Team Roster

• Section Chief

Megan Smithyman Designee 1

Contact Info 937-5871

Derek Hutchinson Designee 2

Contact Info: _____

Contact Info: 937-5871

Contact Info: _____

Contact Info: _____

Contact Info: _____

Go-Kit Location: site office

• Communications Team Leader

Marshall Brown Designee 1

Contact Info 937-5871

Liz Newkirk Designee 2

Contact Info: _____

Contact Info: 937-5871

Contact Info: _____

Contact Info: _____

Contact Info: _____

Go-Kit Location: site office

• Search and Rescue Team Leader

May Martin Designee 1

Contact Info 937-5871

James Eastman Designee 2

Contact Info: _____

Contact Info: 937-5871

Contact Info: _____

Contact Info: _____

Contact Info: _____

Go-Kit Location: site office

• First Aid Team Leader

Derek Hutchinson Designee 1

Contact Info 937-5871

Noah Gold Designee 2

Contact Info: _____

Contact Info: 937-5871

Contact Info: _____

Contact Info: _____

Go-Kit Location: site office

• Student Release/Staff Accounting Team

Marci Arter Designee 1

Contact Info 937-5871

Liz Newkirk Designee 2

Contact Info: _____

Contact Info: 937-5871

Contact Info: _____

Contact Info: _____

Contact Info: _____

Go-Kit Location: site office

• **Assembly/Shelter Team Leader**

Kamala Lance Designee 1

Contact Info: 937-0138

Pamela Duncan Designee 2

Contact Info: _____

Contact Info: 937-5871

Contact Info: _____

Contact Info: _____

Contact Info: _____

Go-Kit Location: cafeteria

• **Maintenance/Fire/Site Security Team Leader**

Paulo Andrade Designee 1

Contact Info: 937-1603

Kyle Rodrigues Designee 2

Contact Info: 937-1603

Contact Info: _____

Go-Kit Location: maintenance room

• **Crisis Intervention Team Leader**

Anna Levy Designee 1

Contact Info: 937-0564

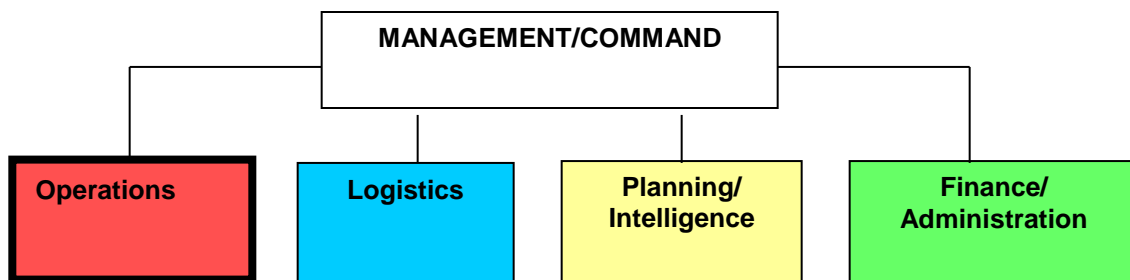
Anna Yanez Designee 2

Contact Info: 937-5871 / 937-0515

Go-Kit Location: site office

OPERATIONS

The Operations Section is responsible for carrying out all emergency response activities. Those responsibilities are coordinated by the Section Chief and carried out by the Assembly/Shelter, Communications, Crisis Intervention, First Aid, Maintenance/Fire/Site Security, Search and Rescue, and Student Release/Staff Accounting Teams.



- **ASSEMBLY/SHELTER TEAM** is charged with overseeing the safe evacuation and sheltering of students and staff during a campus emergency.
- **COMMUNICATIONS TEAM** is responsible for coordinating the flow of all on-site verbal and written communications between teams, sections chiefs and the management team during response activities.
- **CRISIS INTERVENTION TEAM** is called upon to assess the immediate and long-term mental health support needed by staff, students and others involved in campus incidents/emergencies.
- **FIRST AID TEAM** is tasked with coordinating campus-wide medical response and care during school emergencies. This team is also responsible for establishing an on-campus morgue when needed.
- **MAINTENANCE/FIRE/SITE SECURITY TEAM** is responsible for identifying and mitigating on-site hazards following a campus emergency. This team is also charged with campus security.
- **SEARCH AND RESCUE TEAM** is tasked with safely conducting on-site search and rescue activities post-disaster.
- **STUDENT RELEASE/STAFF ACCOUNTING TEAM** is responsible for facilitating parent/student reunion. The team is also charged with keeping track of on-site staff and volunteers.

Operations Checklist

SECTION

The Operations Section is responsible for initiating and directing the “hands on” response to the school’s disaster/emergency through the activities of the following teams:

- Assembly/Shelter
- Communications
- Crisis Intervention
- First Aid
- Maintenance/Fire/Site Security
- Search and Rescue
- Student Release/Staff Accounting

Start-up Actions/Activation

- Open Go-Kit and put on personal safety equipment
- Read position description
- Check-in with IC for incident briefing
- Open and maintain position activity log
- Activate Team Leaders
- Assume lead of all Operations Teams until staffed

Operational Duties

- Meet with Team Leaders and assist them in initiating their team’s response activities
- Monitor response activities through contact with Team Leaders
- Keep IC informed of field activities
- Notify Logistics Team if additional supplies or staff is needed
- Coordinate Search and Rescue Operations with the Management Team
- Keep the Operations Teams informed of shifting tasks/priorities as dictated by the situation or the Management Team
- Ensure that all Operations Teams are documenting their activities and utilizing proper safety protocols
- Schedule breaks and re-assign Operations staff as needed

Closing Down/Deactivation

- Release Operations Teams when directed by IC
- Direct the return of all equipment and reusable supplies to the Logistics Team
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Recordkeeping Team
- Leave contact information with Documentation Team in case you need to be reached

Go-Kit

- School Emergency Plan
- Job description clipboard
- Vest and/or ID badge
- Hard hat/safety equipment
- Pens, pencils, paper and clipboard
- Walkie talkie/FRS
- Campus supply storage lists
- School site maps and regional/neighborhood maps

Forms

- Situation Status Report Form

Operations Checklist

ASSEMBLY/SHELTER

The Assembly/Shelter Team Leader is responsible for providing for the safe sheltering and care of students and staff while on-site during an emergency. This person is also in charge of facilitating campus evacuation when the school site is deemed by the Management Team, to be unsafe.

Start-up Actions/Activation

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and locate all supplies
- Open and maintain position activity log
- Assess available personnel and make appropriate assignments
- If designated assembly/shelter site is destroyed or inaccessible, consult with Operations Section Chief and determine alternate location(s)
- Initiate shelter set-up or, *if evacuating*:
 - Confirm that assembly area and routes to it are safe
 - Count/observe classroom evacuations (make sure all exit)

Operational Duties

- Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the disaster
- Monitor safety/well being of students and staff in shelter or assembly area
- Oversee the procurement and distribution of food and water
- Direct set-up of sanitary facilities when necessary
- Coordinate Student Release with Student Release Team Leader when directed by Operations Section Chief
- Administer *minor* first aid, as needed

Closing Down/Deactivation

- Close shelter per direction of Operations Section Chief
- Releases staff and volunteers per direction of Operations Section Chief
- Ensure close-out of all logs and turn them over to Documentation Team
- Make sure all equipment and re-usable supplies are returned to Logistics

Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Roster of students and staff
- Walkie-talkie/FRS
- Hard hat and vest/safety equipment
- Facility and supply storage maps
- Job description clipboard
- Pens, pencils, paper and clipboard
- Bullhorn

Operations Checklist

The Assembly/Shelter Team provides for the safe sheltering and care of students and staff while on-site during an emergency. This team is also responsible for facilitating campus evacuation when the school site is deemed by the Management Team, to be unsafe.

Start-up Actions/Activation

- Meet with Assembly/Shelter Team Leader
- Secure assembly site or set-up shelter per direction of Assembly/Shelter Team Leader
- Gather all supplies from storage locker(s) and transport to assembly/shelter site
- Conduct initial population assessment

Operational Duties

- Facilitate the orderly distribution of food and water
- Set-up sanitary facilities per direction of Assembly/Shelter Team Leader
- Maintain and update student and staff population log
- Cooperate with Student Release Team to facilitate orderly Student Release (when directed by Assembly/Shelter Team Leader)

Closing Down/Deactivation

- Break down and clean up shelter
- Return all equipment and unused supplies to Logistics
- Complete/close-out all logs and turn them over to Documentation Team

Go-Kit

- Team Checklist and Contact Information
- Paper, pens, pencils, and clipboards
- Walkie talkies/FRS
- Forms
- Hard hats and vests/safety equipment
- Masking and/or Duct tape
- Whistles
- File boxes

Supplies/Equipment

- Supply storage map
- Tarps/black poly sheeting (rolls)
- 5-gallon toilet buckets
- Toilet paper
- Stainless steel clamps
- Sanitation supplies
- Poles
- Toilet bucket liners
- Disposable hand-wipes
- Blankets

Forms

Operations Checklist

COMMUNICATIONS

The Communications Team Leader is responsible for overseeing the verbal and written communications both on-site and with the District Office.

Start-up Actions/Activation

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and locate all supplies
- Open and maintain position activity log
- Set-up and test communications equipment
- Locate Communications "center" in quiet location in proximity to EOC
- Open and maintain position activity log
- Assign staff and volunteers to appropriate positions
- Advise Operations Section Chief when communications center is "operational"

Operational Duties

- Coordinate all communications between EOC and District Office
- Ensure all communications (incoming and outgoing) are being properly logged
- Oversee message relay via runners
- Monitor radio station(s) for local emergency news
- Refer all media requests to the PIO

Closing Down/Deactivation

- Release staff and volunteers per direction of Operations Section Chief
- Close out all logs and pending messages, and turn over to Documentation Team
- Return all equipment and supplies to Logistics

Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Paper, pens, pencils, and clipboards
- Walkie talkies/FRS
- Battery Operated Radio w/batteries
- Hard hats and vests/safety equipment

Supplies/Equipment

- Table and chairs
- File boxes

Operations Checklist

The Communications Team is charged with establishing, coordinating, and directing verbal and written communications on-site and with the District Office.

Start-up Actions/Activation

- Meet with Assembly/Shelter Team Leader
- Gather all supplies from storage locker(s)
- Set-up communications center and test equipment

Operational Duties

- Log all incoming and outgoing communications (date/time/originator/recipient)
- Generate Site Status Report when directed by the IC
- Dispatch runners as needed to relay messages to Management Team, Section Chiefs, and Team Leaders, as needed
- Refer all media requests to the PIO

Closing Down/Deactivation

- Close out all logs and pending messages, and turn over to Documentation Team
- Return all equipment and supplies to Logistics

Go-Kit

- Team Checklist and Contact Information
- Walkie-talkies/FRS
- Map of facility
- Pens, pencils, paper and clipboards
- Hard hats and vests/safety equipment
- Communications log
- Message forms
- Position roster

Supplies/Equipment

- Tables and chairs
- File boxes

Forms

- Situation Status Report
- Message Forms

Operations Checklist

CRISIS INTERVENTION

The Crisis Intervention Team Leader is in charge of assessing the immediate and long-term mental health support needs of students, staff, parents, and volunteers involved in or affected by a school emergency. This person is also responsible for mobilizing the Crisis Intervention Team.

NOTE: *If the emergency is isolated to a single school site or district and is not expected to have widespread impact throughout the county (such as a student suicide, accidental death or serious illness or death of a staff member), see the LIMITED SCOPE CRISIS INTERVENTION CHECKLIST following this full activation checklist. The Limited Scope Checklist can also provide more detailed instructions to the team leader or team members. Refer to the "School Crisis Response and Recovery Plan" in the Pre-plan for additional information.*

Start-up Actions/Activation

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and locate all supplies
- Open and maintain position activity log
- Determine immediate need for mental health support/intervention
- Activate personnel and make appropriate assignments
- Identify appropriate on-campus location for intervention/counseling

Operational Duties

- Implement Mental Health Response Protocol/Plan
- Oversee set-up of intervention/counseling site
- Monitor well being of staff, students, and volunteers
- Determine need for outside assistance
- Activate off-campus crisis intervention teams/support personnel per approval of Operations Section Chief

Closing Down/Deactivation

- Release staff and volunteers per direction of Operations Section Chief
- Return all equipment and unused supplies to Logistics
- Complete/close-out all logs and turn them over to Documentation Team

Go-Kit

- | | |
|----------------------------------------------------------|---------------------------------------------------------|
| <input type="checkbox"/> Team Leader Checklist | <input type="checkbox"/> Job description clipboard |
| <input type="checkbox"/> Team Checklist and Contact Info | <input type="checkbox"/> Hard hat and vest/safety equip |
| <input type="checkbox"/> Roster of students and staff | <input type="checkbox"/> Mental Health Response Plan |
| <input type="checkbox"/> Student Emergency Contact Cards | <input type="checkbox"/> Map of facility |
| <input type="checkbox"/> Walkie-talkie/FRS | <input type="checkbox"/> Pens and pencils, paper |

LIMITED SCOPE
CRISIS INTERVENTION CHECKLIST

1. Gather the Facts

- Notify the Principal/designee
- Principal contacts family or police/fire to verify information
- Clarify information to be shared with school site

2. Decide to Call the Team

- Principal/designee meets with Crisis Intervention Team Leader
- Evaluate the problem/event and determine degree of impact on school
- Assemble the Crisis Intervention Team
- Determine if additional support is needed
- Request assistance from District, Regional and/or County Crisis Teams
- Use Sonoma County Crisis Response System of Support if needed
- Request support from State and National resources as needed
- Inform District officials of crisis and level of response
- Update level of response as needed

3. Manage the Flow of Information

- Review facts and determine what information is to be shared with:
 - Faculty
 - Students
 - Parents/Community
 - Media
- Determine how the information is to be shared with staff/students in order to control rumors and provide factual information
 - Initiate phone tree
 - Schedule faculty meeting ASAP
 - Written memo/fact sheet delivered to classrooms
 - In-person memo/fact sheet delivered to classrooms by admin/counseling staff
 - Loudspeaker/intercom during class time (lock down only)
 - Assemblies (NOT recommended)
 - Use automated phone calling system

4. Manage the Logistics

- Identify the Location of Services
 - Large Scale Disaster
 - Assemble Crisis Intervention Team near the first aid station
 - Mental Health Response
 - Determine central location for counseling services (library, multi-use room)
 - Select rooms for individual interviews
 - Obtain supplies (paper, markers, paint, food, water, tissues)
 - Establish a sign-in and message center for support service personnel on campus
 - Prepare sign-in sheets and documents to record students needing additional support services

5. Create a Referral Process

- Provide a referral process including procedures for self-referral
- Clarify procedures for student passes (discourage any wandering/loitering outside of classrooms and counseling locations)

6. Provide Interventions

- During the Crisis
 - Follow the “Immediate assessment” guidelines
 - Refer for first aid and/or psychological first aid as needed
- Following the Crisis
 - Conduct psychological triage to identify high-risk students/staff
 - Initiate appropriate interventions
 - Individual Interviews (highest risk)
 - Group psychological first aid (middle risk)
 - Classroom activities, presentations, debriefing (all, as willing)
 - Support groups (as needed)
 - Parent meetings (as needed)
 - Staff meetings (encourage participation by all)
 - Support to staff (as needed)
 - Referrals to community agencies (as needed)
 - Encourage crisis responders to take breaks and maintain self-care

7. Document

- Maintain a log of:
 - All students and adults receiving support services
 - All students and adults needing additional services
 - Crisis responders

8. Debrief – On a daily basis

- Review process, status of referred students or adults
- Prioritize needs
- Plan follow-up actions
- Provide support to team members
- Provide support to staff
- Revise the plan as needed

9. Consider the Recovery

- Care for the caregiver
- Attend to trigger events/anniversaries
- Revise the plan as needed

Operations Checklist

CRISIS

The Crisis Intervention Team monitors and supports the mental health needs of students, staff, parents, and volunteers involved in or affected by a school emergency.

NOTE: *If the emergency is isolated to a single school site or district and is not expected to have widespread impact throughout the county (such as a student suicide, accidental death or serious illness or death of a staff member), see the LIMITED SCOPE CRISIS INTERVENTION CHECKLIST following this full activation checklist. The Limited Scope Checklist can also provide more detailed instructions to the team leader or team members. Refer to the "School Crisis Response and Recovery Plan" in the Pre-plan for additional information.*

Start-up Actions/Activation

- Meet with Crisis Intervention Team Leader
- Gather all supplies and transport to intervention/counseling site

Operational Duties

- Set-up campus intervention/counseling site
- Provide for and monitor well being of staff, students, and volunteers
- Maintain log of all assistance given and nature of that assistance
- Communicate need for outside assistance to Crisis Intervention Team Leader
- Cooperate with Search and Rescue and First Aid Teams as directed
- Cooperate with outside agency crisis intervention teams

Close Down/Deactivation

- Return all equipment and unused supplies to Logistics
- Complete/close-out all logs and turn them over to Documentation Team

Go-Kit

- Team Checklist and Contact Information
- Roster of students and staff
- Mental Health Response Plan
- Map of facility
- Hard hats/vests/safety equipment
- Student Emergency Contact Cards
- Walkie-talkies/FRS
- Pens and pencils, paper and clipboards
- Tissues and rubber gloves

LIMITED SCOPE CRISIS INTERVENTION CHECKLIST

1. Gather the Facts

- Notify the Principal/designee
- Principal contacts family or police/fire to verify information
- Clarify information to be shared with school site

2. Decide to Call the Team

- Principal/designee meets with Crisis Intervention Team Leader
- Evaluate the problem/event and determine degree of impact on school
- Assemble the Crisis Intervention Team
- Determine if additional support is needed
- Request assistance from District, Regional and/or County Crisis Teams
- Use Sonoma County Crisis Response System of Support if needed
- Request support from State and National resources as needed
- Inform District officials of crisis and level of response
- Update level of response as needed

3. Manage the Flow of Information

- Review facts and determine what information is to be shared with:
 - Faculty
 - Students
 - Parents/Community
 - Media
- Determine how the information is to be shared with staff/students in order to control rumors and provide factual information
 - Initiate phone tree
 - Schedule faculty meeting ASAP
 - Written memo/fact sheet delivered to classrooms
 - In-person memo/fact sheet delivered to classrooms by admin/counseling staff
 - Loudspeaker/intercom during class time (lock down only)
 - Assemblies (NOT recommended)
 - Use automated phone calling system

4. Manage the Logistics

- Identify the Location of Services
 - Large Scale Disaster
 - Assemble Crisis Intervention Team near the first aid station

- Mental Health Response
 - Determine central location for counseling services (library, multi-use room)
 - Select rooms for individual interviews
 - Obtain supplies (paper, markers, paint, food, water, tissues)
 - Establish a sign-in and message center for support service personnel on campus
 - Prepare sign-in sheets and documents to record students needing additional support services

5. Create a Referral Process

- Provide a referral process including procedures for self-referral
- Clarify procedures for student passes (discourage any wandering/loitering outside of classrooms and counseling locations)

6. Provide Interventions

- During the Crisis
 - Follow the “Immediate assessment” guidelines
 - Refer for first aid and/or psychological first aid as needed
- Following the Crisis
 - Conduct psychological triage to identify high-risk students/staff
 - Initiate appropriate interventions
 - Individual Interviews (highest risk)
 - Group psychological first aid (middle risk)
 - Classroom activities, presentations, debriefing (all, as willing)
 - Support groups (as needed)
 - Parent meetings (as needed)
 - Staff meetings (encourage participation by all)
 - Support to staff (as needed)
 - Referrals to community agencies (as needed)
 - Encourage crisis responders to take breaks and maintain self-care

7. Document

- Maintain a log of:
 - All students and adults receiving support services
 - All students and adults needing additional services
 - Crisis responders

8. Debrief – On a daily basis

- Review process, status of referred students or adults
- Prioritize needs
- Plan follow-up actions
- Provide support to team members
- Provide support to staff
- Revise the plan as needed

9. Consider the Recovery

- Care for the caregiver
- Attend to trigger events/anniversaries
- Revise the plan as needed

Operations Checklist

FIRST AID

The First Aid Team Leader is responsible for coordinating campus emergency medical response. This responsibility includes determining when the scope of an emergency exceeds the capabilities of his/her team and notifying the Incident Commander of the need for outside assistance. The First Aid Team Leader is also charged with calling for and directing the establishment of an on-site morgue when warranted.

Start-up Actions/Activation

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and locate all supplies
- Open and maintain position activity log
- Determine if medical needs exceed scope of on-site team (*if so, have Operations Section Chief notify Management Team*)
- Assess available personnel and make appropriate assignments
- Facilitate set-up of first aid treatment area; away from media center and student release site. Area should be accessible to emergency vehicles
- Establish entry or "triage" station adjacent to first aid treatment area and assign 2 people to this station
- Set-up areas for "immediate" and "delayed" treatment and assign 2 staff per station
- Direct Crisis Intervention Team Leader to set-up intervention/counseling area

Operational Duties

- Oversees/monitors the assessment, care and treatment of patients
- Ensures caregiver and rescuer safety (*use of rubber gloves*)
- Maintain open line of communication with Search and Rescue and Crisis Intervention Team Leaders
- Keeps Section Chief updated
- Provides staff for "field" injury response/treatment
- Requests additional personnel from Logistics
- Reports deaths immediately to Section Chief
- Determines need for morgue set-up and chooses location
- Monitors situation for communicable diseases
- Check-in with Student Release and Assembly/Shelter Team Leaders regarding the health care needs of students and staff with known medical conditions

Closing Down/Deactivation

- Oversee the closing of the first aid station and direct the proper disposal of hazardous waste
- Releases medical teams per direction of IC
- Ensure close-out of all logs and turn them over to Documentation Team
- Makes sure all equipment and re-usable supplies are returned to Logistics

Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- School Emergency Plan
- School Site Map
- Job description clipboard
- Hard hat/vest/safety equipment
- Rubber gloves (box)
- Roster of students and staff
- Walkie-talkie/FRS
- Student Emergency Contact Cards
- Pens, pencils, paper and clipboard
- Quick reference medical guides

Supplies/Equipment

- Table and chairs
- Campus First Aid Kit (**see recommended supply list*)
- Ground cover/tarps
- Stretchers
- Blankets

Forms

- Notice of First Aid Care
- Medical Treatment Victim Log

Operations Checklist

FIRST

The First Aid Team is responsible for safely providing on-site emergency medical response and first aid during response activities.

Start-up Actions/Activation

- Check-in with First Aid Team Leader
- Gather all supplies and personal safety equipment and transport to site of first aid station
- Set-up first aid station
- Set-up morgue (*if needed*)

Operational Duties

- Administer appropriate first aid
- Maintain accurate treatment records
- Monitor/assess patients at regular intervals
- Report deaths immediately to First Aid Team Leader (*by runner, NOT over the radio*)
- When transportation becomes available, facilitate patient evacuation and note status on triage tag; *do not send any campus records off-site with patient*
- If injured student is transported off campus, send student emergency card with him/her

Triage Entry Area (*staffed with minimum of 2 trained staff or volunteers*)

- One team member assesses (and/or confirms) patient triage category
- Second team member logs patients' names on form—First Aid Care Form (completed forms are forwarded to First Aid Team Leader)

Treatment Areas “Immediate” and “Delayed”

(*each staffed with minimum of 2 trained staff or volunteers*)

- Assign one team member to conduct “head-to-toe” assessment
- Second team member logs patients' names on triage tag and on on-site treatment form—Medical Treatment Victim Log (completed forms are forwarded to First Aid Team Leader)

Closing Down/Deactivation

- Clean up first aid station and properly dispose of hazardous waste
- Return all equipment and unused supplies to Logistics
- Complete/close-out all logs and turn them over to Documentation Team

Go-Kit

- Team Checklist and Contact Information
- Roster of students and staff
- Walkie-talkies/FRS
- Hard hats/vests/safety equipment
- Sharpies
- Rubber gloves (2 boxes)
- School Site Map
- Student Emergency Contact Cards
- Pens, pencils, paper and clipboards
- Duct tape
- Quick reference medical guides
- Triage Tags

Supplies/Equipment

- Tables and chairs
- Campus First Aid Kit (**see recommended supply list*)
- Ground cover/tarps
- Stretchers
- Blankets

Forms

- Notice of First Aid Care
- Medical Treatment Victim Log

Operations Checklist

MAINTENANCE/FIRE/SITE SECURITY

The Maintenance/Fire/Site Security Team Leader is responsible for assessing, identifying and mitigating (to the extent possible) campus hazards, during and immediately following an on-site disaster/emergency. This team is also responsible for campus security for the duration of the incident, or until first responders assume that responsibility.

Start-up Actions/Activation

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and locate all supplies
- Open and maintain position activity log
- Assess available personnel and make appropriate assignments
- Survey on-campus hazards and prioritize team response

Operational Duties

- Verify the shut-off of utilities as necessary
- Determine integrity of on-campus water system and report this information to the Operations Section Chief
- Directs the suppression of small fires
- Coordinate the location of existing and potential hazards
- Facilitates emergency vehicle access to the campus
- Oversees/Monitors campus security/perimeter control
- Secures school campus and buildings from un-authorized access

Closing Down/Deactivation

- Releases staff and volunteers per direction of IC
- Ensures close-out of all logs and turns them over to Documentation Team
- Makes sure all equipment and re-usable supplies are returned to Logistics

Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Utility shut-off map/checklists
- Walkie-talkie/FRS
- Communications log
- DANGER placards
- Duct tape and sharpies
- Facility and supply storage maps
- Pens and pencils
- Job description clipboard
- Hard hat, vest and safety equipment

Supplies/Equipment

- Wrenches and assorted tools
- Caution Tape (yellow and red)
- Fire suppression gear
- Master keys

Operations Checklist *MAINTENANCE/FIRE/SITE*

The Maintenance/Fire/Site Security Team is responsible for assessing, identifying and mitigating (to the extent possible) campus hazards, during and immediately following an on-site disaster/emergency.

Start-up Actions/Activation

- Report to Maintenance/Fire/Site Security Team Leader for briefing and assignments
- Gather all supplies and personal safety gear
- Check radios and flashlights

Operational Duties

- Check gas meter and shut it off **ONLY IF IT IS LEAKING**
- Secure on-campus water system
- Control and/or suppress small fires
- Survey buildings for potential hazards and post warnings with signs and yellow caution tape
- Provide clear routes for campus access for emergency response vehicles
- Establish and maintain campus security/perimeter control
- Secure school campus and buildings from un-authorized access by locking gates
- Cooperate/support First Aid, Student Release, and Search and Rescue Teams when directed by Maintenance/Fire/Site Security Team Leader

Closing Down/Deactivation

- When ordered to de-activate; report-in to Maintenance/Fire/Site Security Team Leader
- Return all equipment and unused supplies to Logistics
- Complete/close-out all logs and turn them over to Documentation Team

MAINTENANCE/FIRE/SITE SECURITY TEAM

Go-Kit

- Team Checklist and Contact Information
 - Facility and supply storage maps
 - Walkie-talkies/FRS
 - Hard hats, vest and safety equipment
 - Leather gloves
 - DANGER placards
 - First Aid Kit
 - School Disaster Plan
 - Utility shut-off map/checklists
 - Goggles
 - Sturdy shoes
 - Duct tape and sharpies
 - Yellow caution tape

Supplies/Equipment

- Wrenches and assorted tools
- Fire suppression gear
- Master keys

Forms

- Rapid Assessment

Operations Checklist

SEARCH & RESCUE

The Search and Rescue Team Leader is responsible for coordinating all on-site search and rescue efforts. This responsibility includes identifying search and rescue priorities and making team assignments. The Search and Rescue Team Leader is also responsible for ensuring the safety of his/her teams while they are in the field.

Start-up Actions/Activation

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and locate all supplies
- Open and maintain position activity log
- Assign staff and volunteers to teams (record names and assignments in log) Ensure all teams are properly outfitted
- Visually inspect outgoing teams' gear and perform radio check. Distribute a map to each team delineating their area of responsibility

Operational Duties

- Dispatch teams to high priority areas first; assign teams to routine campus S & R *after* priority areas have been secured
- Remain at the Command Post to stay in contact with the S & R Teams
- Ensure teams' progress is recorded in log and on site map as they call it in (mark rooms with "C" as they are reported "clear")
- When injured staff or students are located, check in with Operations Section Chief and dispatch First Aid Team as needed
- Keep triage tally on the map

Closing Down/Deactivation

- Record the return of all S & R teams
- Direct team to return all equipment to Logistics
- Turn all maps and logs into Documentation Team

Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Informa
- Roster of students and staff
- School Disaster Plan
- Hard hat, vest and safety equipment
- Job description clipboard
- Map of school
- Walkie-talkie/FRS
- Flashlight w/batteries
- Pens and paper

Supplies/Equipment

- Table and chair
- White Board or newsprint flipchart
- Markers erasable or permanent

Operations Checklist

SEARCH & RESCUE

The Search and Rescue Team (S & R) is responsible for safely conducting all on-site search and rescue efforts under the direction of the Search and Rescue Team Leader.

Start-up Actions/Activation

- Report to Search and Rescue Team Leader for briefing and assignments
- Gather all S & R equipment and personal safety gear
- Check flashlight and radio batteries; perform radio check
- Visually inspect each other's gear
- Make sure you and your partner have school site maps and are clear on your assignment

Operational Duties

- Report all gas leaks, fires, and structural damage to the S & R Team Leader (*he/she will relay this information to the Maintenance/Fire/Site Security Team Leader*)
- Inspect the exterior of each building for structural integrity *before* entering.
- Identify unsafe areas with caution tape (**DO NOT** enter unsafe buildings)
- Search **ONLY** structurally sound buildings using S & R protocol (*see attached*)
- As searched rooms have been cleared, call in report to the S & R Team Leader (*"Room B-2 is clear."*) *When entering a room, place a chalk mark or duct tape strip on the front of the door. When exiting, place a second chalk mark or duct tape strip through the initial mark to form an X. This indicates that the room has been cleared.*
- When injured students or staff are located, call in their condition and location to S & R Team Leader (*Use proper protocol, i.e., no names are broadcast over the radio.*)
 - Note damage and triage tally on your team map and relay information to S & R Team Leader

Closing Down/Deactivation

- When ordered to de-activate; report-in to S & R Team Leader
- Return all equipment to Logistics
- Complete/close-out all logs and turn them over to Documentation Team

Go-Kit

- Team Checklist and Contact Information
- Roster of students and staff
- Duct tape and sharpies
- Backpacks for gear/first aid supplies
- Clipboards, paper and pens
- Map of school
- Walkie-talkies/FRS
- Sturdy shoes/boots
- Hard hats/vests/safety equip
- Whistles
- Rubber gloves/dust masks
- Leather gloves

Supplies/Equipment

- Plastic buckets for tools/gear
- Blankets
- Fire extinguishers
- Flashlights w/batteries
- Master keys and bolt cutter
- Crowbars and fire axes
- Shovels and ropes
- Caution tape and barricades
- Basic first aid kit
- Cribbing supplies

Forms

Operations Checklist

STUDENT RELEASE

The Student Release Team Leader is responsible for overseeing the reunification of students and their parents/authorized adult.

Start-up Actions/Activation

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and locate all supplies
- Open and maintain position activity log
- Assign staff and volunteers to teams
- Designate secure areas for student request and release and authorize set-up

Operational Duties

- Monitor request and release operations
- Assist with the location/verification of missing students
- Stay in contact with Assembly/Shelter, Fire/Maintenance/Site Security, and First Aid Team Leaders

Closing Down/Deactivation

- Direct team to return all equipment to Logistics
- Turn all maps and logs into Documentation Team

Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Roster of students and staff
- Hard hat, vest and safety equipment
- Pens and paper
- Map of school
- Walkie-talkie/FRS
- Job description clipboard

Supplies/Equipment

- Table and chair

Operations Checklist

STUDENT

The Student Release Team is responsible for the orderly and secure reunion of students and their parent(s)/authorized adult consequent to a school emergency.

Start-up Actions/Activation

- Report to Student Release Team Leader for briefing and assignments
- Gather all student release equipment and supplies
- Set-up secure Request and Release Gates
- Post alphabetized signage on Request Table (exp. A-F, G-L, M-R, S-V, W-Z)
- Have Student Request Forms available on clipboards

Operational Duties

Request Gate Staff

- Divide Student Emergency Cards that correspond with table signage
- Instruct parents/authorized adults to fill out Student Request Forms
- Verify ID of requestor
- Send runner to classroom or assembly area for student
- Direct requestor to Release Gate to wait for their student(s)

Runners

- Takes Student Request Form to classroom or assembly area
- Retrieve student from teacher or designee
- If student is absent, missing, or receiving first aid, have teacher/designee note that on Student Request Form
- Return to Release Gate with student or information about his/her location
- Hand Student Request Form to Release Gate Staff
- Release student to parent/authorized adult when directed by Release Gate Staff and return to Request Gate

OR

- If student is in receiving first aid, escort parent/authorized adult to First Aid Area, when directed by Release Gate Staff and then return to Request Gate

OR

- If student is missing, escort parent/authorized adult to Crisis Intervention Team, when directed by Release Gate Staff and then return to Request Gate

STUDENT RELEASE TEAM

Release Gate Staff

- Match requester to student
- Verify requester ID and have them countersign Student Request Form
- Release Student
- Release Runner to return to Request Gate

Closing Down/Deactivation

- Close Request and Release tables when directed by the Student Release Team Leader
- Make sure all confidential information (student emergency contact cards) is returned to Team Leader for secure storage
- Return all equipment to Logistics
- Complete/close-out all logs and turn them over to Documentation Team

Go-Kit

- Team Checklist and Contact Information
- Roster of students and staff
- Yellow caution tape
- Paper, pens, markers
- Stapler and staples
- School Site Map
- Student Emergency Cards
- Dry erase markers
- Clipboards (lots)
- Scotch tape and dispenser
- Vests

Supplies/Equipment

- Tables and chairs
- Stanchions and/or barricades
- White board
- Easel for white board

Forms

- Student Request Form
- Student Emergency Contact Card

K-8 Logistics Team Roster

- **Section Chief**

<u>Nicole Gold</u>	Designee 1	Contact Info <u>937-0564</u>
		Contact Info: _____
<u>Tracy Elo</u>	Designee 2	Contact Info: <u>937-0515</u>
		Contact Info: _____
		Contact Info: _____
		Contact Info: _____

Go-Kit Location: site offices

- **Supplies & Staffing Team Leader**

		Contact Info
		Contact Info: _____
<u>Barbara Mueller</u>	Designee 1	Contact Info: <u>937-1603</u>
		Contact Info: _____
<u>Diane Price</u>	Designee 2	Contact Info: <u>937-4640</u>
		Contact Info: _____

Go-Kit Location: Cafeteria

- **Transportation Team Leader**

<u>Ceil McDonell</u>	Designee 1	Contact Info <u>937-2877</u>
		Contact Info: _____
<u>Sara Kain</u>	Designee 2	Contact Info: <u>937-2877</u>
		Contact Info: _____
		Contact Info: _____

Go-Kit Location: Bus Barn

- **9-12 Logistics Team Roster**

Section Chief

Megan Smithyman Designee 1

Contact Info 937-5871

Contact Info: _____

Derek Hutchinson Designee 2

Contact Info: 937-5871

Contact Info: _____

Contact Info: _____

Contact Info: _____

Go-Kit Location: site offices

- **Supplies & Staffing Team Leader**

Barbara Mueller Designee 1

Contact Info 937-5871

Diane Price Designee 2

Contact Info: 937-5871

Go-Kit Location: K-8 Cafeteria

- **Transportation Team Leader**

Ceil McDonell Designee 1

Contact Info 937-2877

Contact Info: _____

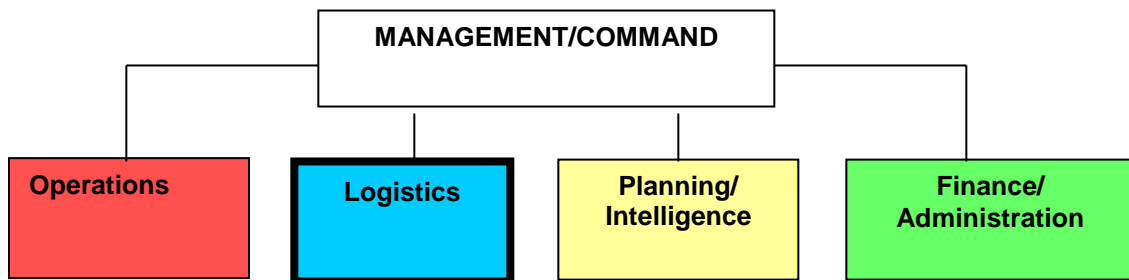
Sara Kain Designee 2

Contact Info: 937-2877

Go-Kit Location: Bus Barn

LOGISTICS

The Logistics Section manages the procurement and distribution of supplies and equipment, is responsible for recruiting and deploying personnel, and for the acquisition of and mobilization of vehicles to move people and/or equipment as needed and in support of response activities.



- **SUPPLIES AND STAFFING TEAM** is tasked with filling all requests for personnel, equipment, supplies and facilities in support of response activities.
- **TRANSPORTATION TEAM** is charged with the procurement of buses for transporting students and staff to evacuation sites and of trucks for ferrying equipment to and from the campus during the emergency.

Logistics Checklist

The Logistics Section Chief is responsible for providing or acquiring all materials, equipment, personnel, services, and facilities necessary to support response efforts. The Logistics Section is made up of the following teams:

- Supplies and Staffing
- Transportation

Start-up Actions/Activation

- Open Go-Kit and put on personal safety equipment
- Read position description
- Check-in with IC for incident briefing
- Open and maintain position activity log
- Open on-site supplies containers/facilities
- Activate Team Leaders
- Assume lead of all Logistics teams until staffed

Operational Duties

- Ensure that EOC and other facilities are properly set-up
- Meet with team leaders and assist them in initiating their team's response activities
- Coordinate supplies, equipment, and personnel needs with the Incident Commander
- Oversee distribution of supplies and equipment where and as needed
- Maintain security of stored supplies and equipment
- Schedule breaks and re-assign Logistics staff as needed

Closing Down/Deactivation

- Release Logistics Teams when directed by IC
- Secure all equipment and reusable supplies
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Recordkeeping Team
- Leave contact information with Documentation Team in case you need to be reached

Go-Kit

- School Emergency Plan
- Map of facility
- Pens and pencils, paper
- Hard hat, vest and safety equipment
- Walkie-talkie/FRS
- On-campus supply storage list(s)/map
- Job description clipboard
- Master keys

Supplies/Equipment

- Table and chair

Forms

- Emergency Supply Inventory
- Situation Status Report
- Message Forms
- Communications Log

Logistics Checklist

SUPPLIES & STAFFING

The Supplies and Staffing Team Leader is responsible for ensuring that all requests for personnel, facilities, equipment, supplies, and materials necessary to support response efforts are being filled.

Start-up Actions/Activation

- Attend a briefing with the Logistics Section Chief and Transportation Team Leader
- Open Go-Kit and locate all supplies
- Open and maintain position activity log
- Assess available personnel and make appropriate assignments

Operational Duties

- Oversee the distribution of supplies and equipment
- Coordinate the assignment of staff and volunteers
- Stay in contact with Section Chief about the needs of other sections and teams

Closing Down/Deactivation

- Release staff and volunteers when directed by Logistics Section Chief
- Makes sure all equipment and unused/re-usable supplies are safely and securely stored
- Ensures close-out of all logs and turns them over to Documentation Team

Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Map of facility
- Pens and pencils, paper
- Walkie-talkie/FRS
- On-campus supply storage list(s)/map
- Job description clipboard
- Communications log
- Hard hat, vest and safety equipment

SUPPLIES AND STAFFING TEAM LEADER

Supplies/Equipment

- Table and chair
- Phone
- Computer or laptop

Forms

- Emergency Supply Inventory
- Situation Status Report
- Message Forms
- Communications Log

Logistics Checklist

SUPPLIES

The Supplies and Staffing Team is responsible for filling all requests for personnel, facilities, equipment, supplies, and materials necessary to support response efforts.

Start-up Actions/Activation

- Meet with the Supplies and Staffing Team Leader
- Gather all team supplies and personal safety gear
- Open storage facility/containers

Operational Duties

- Distribute supplies and equipment
- Coordinate the assignment of staff and volunteers
- Stay in contact with Section Chief about the needs of other sections

Closing Down/Deactivation

- Receive and store all returned equipment and unused supplies
- Complete/close-out all logs and turn them over to Documentation Team

Go-Kit

- Team Checklist and Contact Information
- Walkie-talkies/FRS
- On-campus supply storage list(s)/map
- Communications log
- Map of facility
- Pens and pencils, paper
- Hard hats, vests and safety equipment

Supplies/Equipment

- Table and chair
- Phones
- Computers or laptops

SUPPLIES AND STAFFING TEAM

Forms

- Emergency Supply Inventory
- Message Forms
- Communications Log

Logistics Checklist

TRANSPORTATION

The Transportation Team Leader is responsible for implementing the transportation plan during school emergencies. Part of those responsibilities includes directing buses and trucks to areas where they are needed to ferry students, staff and/or supplies.

Start-up Actions/Activation

- Attend a briefing with the Logistics Section Chief and the Supplies and Staffing Team Leader
- Open Go-Kit and locate all supplies
- Open and maintain position activity log

Operational Duties

- Implement various components of the transportation plan
- Direct the use of vehicles on campus
- Stay in contact with Section Chief about the needs of other sections

Closing Down/Deactivation

- Release staff and volunteers per direction of IC
- Arrange for the return of vehicles to vendors
- Ensure close-out of all logs and turn them over to Documentation Team
- Make sure all equipment and re-usable supplies are safely and securely stored

Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- School Disaster Plan
- Map of facility
- Job description clipboard
- Hard hat, vest and safety equipment
- Walkie-talkie/FRS
- Pens and pencils, paper
- Communications log

Supplies/Equipment

- Table and chair
- Phone

Logistics Checklist

The Transportation Team is responsible for facilitating the implementation of the transportation plan during school emergencies. Those responsibilities include assessing the need for buses and trucks for the ferrying of students, staff and/or supplies.

Start-up Actions/Activation

- Meet with the Transportation Team Leader
- Gather all supplies and personal safety gear

Operational Duties

- Implement components of the transportation plan as directed by the Transportation Team Leader
- Assess the need for and use of vehicles on campus

Closing Down/Deactivation

- Facilitate the return of vehicles to vendors
- Complete/close-out all logs and turn them over to Documentation Team
- Safely and securely store all equipment and re-usable supplies

Go-Kit

- Team Checklist and Contact Information
- Map of facility
- Communications log
- Walkie-talkies/FRS
- Pens and pencils, paper
- Hard hat, vest and safety equipment

Supplies/Equipment

- Table and chair
- Phones

Planning/Intelligence Team Roster

- **Section Chief**

Erin Placido/ Kim Humrichouse
Designee 1

Contact Info 937-5868

Paulo Andrade/Laura Lucier
Designee 2

Contact Info: _____
Contact Info: 937-5868

Go-Kit Location: district office

- **Situation Status Team Leader**

Tiffany Grant Designee 1

Contact Info 937-5868

Michele Sheldon Designee 2

Contact Info: 937-5868

Go-Kit Location: district office

- **Documentation Team Leader**

Tiffany Grant Designee 1

Contact Info 937-5868

Michele Sheldon Designee 2

Contact Info: _____

Contact Info: 937-5868

Contact Info: _____

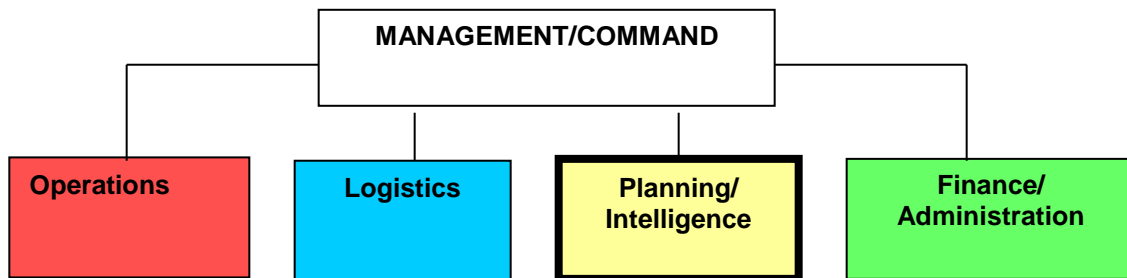
Contact Info: _____

Contact Info: _____

Go-Kit Location: district office

PLANNING / INTELLIGENCE

The Planning / Intelligence Section is responsible for assessing available and needed resources, monitoring incident status, and documenting response activities.



- **DOCUMENTATION TEAM** is tasked with pulling together records from all sections of the EOC for the creation/production of accurate, complete incident files for legal, analytical, fiscal and historical purposes.
- **SITUATION STATUS TEAM** is responsible for collecting, evaluating, documenting, and utilizing response-related information in support of response activities.

Planning/Intelligence Checklist

The Planning/Intelligence Section Chief is responsible for overseeing the collection, evaluation, documentation and use of information about the development of the incident and the status of resources, as well as maintenance of accurate records and site map. Provides ongoing analysis of situation and resource status. The Planning/Intelligence Section is made up of the following teams:

- Documentation
- Situation Status

Start-up Actions/Activation

- Open Go-Kit and put on personal safety equipment
- Read position description
- Check-in with IC for incident briefing
- Open and maintain activity log
- Activate Team Leaders
- Meet with Team Leaders and initiate response activities
- Assume lead of teams until staffed

Operational Duties

- Assist the IC in developing Action Plans
- Schedule breaks and re-assign Planning/Intelligence staff as needed

Closing Down/Deactivation

- Release Planning/Intelligence Teams when directed by Incident Commander
- Direct the return of all equipment and reusable supplies to the Logistics Team
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Recordkeeping Team
- Leave contact information with Documentation Team in case you need to be reached

Go-Kit

- School Emergency Plan
- Map of facility
- Pens and pencils, paper
- Hard hat, vest and safety equip
- Walkie-talkie/FRS
- On-campus supply storage list(s)/map
- Job description clipboard
- Master keys

Supplies/Equipment

- Table
- Chair

Forms

- Activity Log

Planning/Intelligence Checklist

DOCUMENTATION TEAM

The Documentation Team Leader is responsible for overseeing the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

Start-up Actions/Activation

- Attend a briefing with the Planning/Intelligence Section Chief
- Open Go-Kit and locate all supplies
- Activate personnel and make appropriate assignments

Operational Duties

- Provide for the opening and maintenance of the master incident time log
- Ensure all radio and verbal communications are recorded
- Stay in contact with Section Chief about the needs of other sections

Closing Down/Deactivation

- Release staff and volunteers per direction of Section Chief
- Monitor packaging and storage of response-related documents
- Make sure all equipment and unused supplies are returned to Logistics
- Complete/close-out all logs and turn them over to Documentation Team

Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Map of facility
- Pens and pencils, paper
- Hard hat, vest and safety equipment
- Walkie-talkie/FRS
- On-campus supply storage list(s)/map
- Job description clipboard
- Master keys

Supplies/Equipment

- Table
- Chair

Forms

- Activity Log

Planning/Intelligence Checklist

The Documentation Team is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

Start-up Actions/Activation

- Attend a briefing with the Documentation Team Leader
- Gather all supplies

Operational Duties

- Open and maintain incident master time log
- Ensure all radio and verbal communications are recorded
- File all reports as they are turned in. *Although a permanent log may be typed up at a later date; all original notes and records MUST be kept—they are legal documents.*

Closing Down/Deactivation

- Collect/call-in paperwork from each deactivating section
- Securely package all response-related documents for storage
- Return all equipment and unused supplies to Logistics
- Complete/close-out all logs

Go-Kit

- Team Checklist and Contact Information
- Map of facility
- Pens and pencils, paper
- Hard hat, vest and safety equipment
- Walkie-talkie/FRS
- On-campus supply storage list(s)/map
- Job description clipboard
- Master keys

Supplies/Equipment

- Table
- Chairs

Forms

- Activity Log

Planning/Intelligence Checklist

SITUATION STATUS

The Situation Status Team Leader is responsible for overseeing the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintains accurate site map. Provides ongoing analysis of situation and resource status.

Start-up Actions/Activation

- Attend a briefing with the Planning/Intelligence Section Chief
- Open Go-Kit and locate all supplies
- Activate personnel and make appropriate assignments

Operational Duties

- Facilitate the currency of the site map throughout the response
- Assess and analyze situation-relevant information
- Anticipate situations and potential problems and develop contingency plans
- Stay in constant communication with Section Chief

Closing Down/Deactivation

- Release staff and volunteers per direction of Section Chief
- Make sure all equipment and unused supplies are returned to Logistics
- Complete/close-out all logs and turn them over to Documentation Team

Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Walkie-talkie/FRS
- Assorted regional/area maps
- Job description clipboards
- File Boxes
- Vendor contracts/agreements list
- Large facility and site maps
- Pens and pencils, markers and paper
- Hard hat, vest and safety equipment

SITUATION STATUS TEAM LEADER

Supplies/Equipment

- Table
- Chairs

Forms

- Situation Status Report

Planning/Intelligence Checklist

SITUATION

The Situation Status Team is responsible for overseeing the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintains accurate site map. Provides ongoing analysis of situation and resource status.

Start-up Actions/Activation

- Attend a briefing with the Situation Status Team Leader
- Gather all supplies

Operational Duties

- Record appropriate response-related information on site map (and keep it current)
- Keep Team Leader apprised of response-related information as it comes in
- Anticipate situations and potential problems and develop contingency plans

Closing Down/Deactivation

- Return all equipment and unused supplies are returned to Logistics
- Complete/close-out all logs and turn them over to Documentation Team

Go-Kit

- Team Checklist and Contact Information
- Walkie-talkies/FRS
- Assorted regional/area maps
- Hard hat, vest and safety equipment
- Large facility and site maps
- Pens and pencils, markers and paper
- File Boxes

Supplies/Equipment

- Table
- Chairs

Forms

- Situation Status Report

Finance/Administration Team Roster

- **Section Chief**

Meg Kailikole Designee 1

Contact Info 937-5868

Jason Morse Designee 2

Contact Info: 937-5868

Go-Kit Location: _____

- **Recordkeeping Team Leader**

Tiffany Tulley Designee 1

Contact Info 937-5868

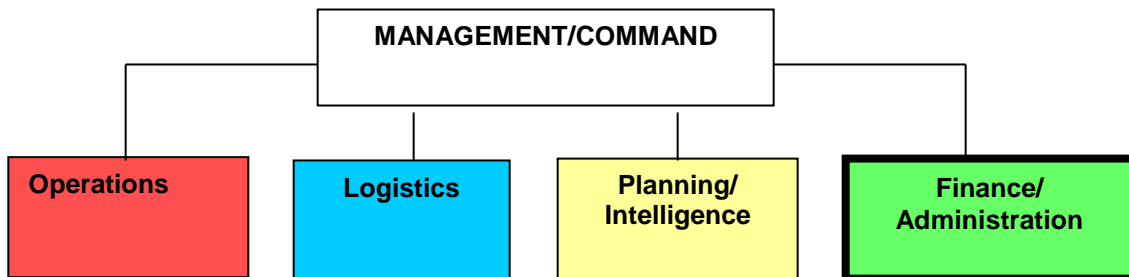
Michele Sheldon Designee 2

Contact Info: 937-5868

Go-Kit Location: _____

FINANCE / ADMINISTRATION

The Finance/Administration Section is responsible for buying materials and keeping financial records of response-related expenditures and tracking employee hours spent on response and recovery activities.



- **RECORDKEEPING TEAM** is charged with keeping records of time worked by all staff and volunteers, for logging any and all injury claims, and for tracking expenditures in support of response activities.

Finance/Administration Checklist

The Finance/Administration Section Chief is responsible for overseeing the financial tracking, procurement, and cost analysis related to the disaster or emergency, as well as maintenance of financial records, tracking and recording staff hours. The Finance/Administration Section is made up of the Recordkeeping team.

Start-up Actions/Activation

- Open Go-Kit and put on personal safety equipment
- Read position description
- Check-in with IC for incident briefing
- Open and maintain activity log
- Activate Team Leader
- Initiate response activities (set-up work station)
- Check in with Documentation Team Leader to ensure that recordkeeping procedures are in place

Operational Duties

- Assume all duties of Recordkeeping Team until staff arrive
- Schedule breaks and re-assign staff as needed

Closing Down/Deactivation

- Release Finance/Administration Team when directed by IC
- Direct the return of all equipment and reusable supplies to the Logistics Team
- Close logs. Collect, file and secure all logs, reports, and response-related documentation
- Leave contact information with Documentation Team in case you need to be reached

Go-Kit

- School Emergency Plan
- Vest and/or ID badge
- Hard hat
- Clipboard w/pad and pens/Sharpies
- Walkie-talkie/FRS
- Job description clipboard
- File folders and boxes

Supplies/Equipment

- Table
- Chair

Forms

- Staff Duty Log

Finance/Administration Checklist

RECORDKEEPING TEAM

The Recordkeeping Team Leader is responsible for ensuring that records for personnel costs, volunteers, payroll, purchasing materials and supplies, insurance claims, and cost recovery are maintained during campus emergencies.

Start-up Actions/Activation

- Attend a briefing with Finance/Administration Section Chief
- Open Go-Kit and locate all supplies
- Activate personnel and make appropriate assignments

Operational Duties

- Monitor the tracking of staff and volunteer hours
- Monitor the tracking of response-related requests and purchases
- Facilitate the processing of purchase requests from Logistics Section Chief

Closing Down/Deactivation

- Release staff and volunteers per direction of Section Chief
- Make sure all equipment and unused supplies are returned to Logistics
- Complete/close-out all logs and turn them over to Documentation Team

Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Walkie-talkie/FRS
- Job description clipboard
- File Boxes
- Vendor contracts/agreements list
- Pens and pencils, paper
- Hard hat and vest

Supplies/Equipment

- Table, chair, computer or laptop

Forms

- Activity Log

Finance/Administration Checklist

The Recordkeeping Team is tasked with the maintenance of records for tracking personnel costs, volunteer hours, payroll, materials and supplies purchases, insurance claims, and cost recovery in support of response activities.

Start-up Actions/Activation

- Attend a briefing with the Recordkeeping Team Leader
- Gather all supplies

Operational Duties

- Track staff and volunteer hours
- Track response-related purchases
- Process purchase requests from Logistics Section Chief

Closing Down/Deactivation

- Return all equipment and unused supplies to Logistics
- Complete/close-out all logs and turn them over to Documentation Team

Go-Kit

- Team Checklist and Contact Information
- Vendor contracts/agreements list
- Pens and pencils, paper
- File Boxes
- Walkie-talkies/FRS
- Hard hat and vest

Supplies/Equipment

- Table
- Chairs

Forms

- Activity Log

ACTION: CANCELLATION/CLOSURE OF SCHOOL

Schools are closed or classes cancelled when it is **unsafe** for students and staff to be there due to road closures, power outages, severe weather, earthquakes, etc. Schools may also be closed if the campus is needed for public sheltering or wide scale public health measures.

WHEN TO CANCEL/CLOSE YOUR SCHOOL

- Civil Unrest
- Dam Failure
- Explosion
- Flood
- Hazardous Materials Incident
- Landslide
- Major Earthquake
- National Security Emergency
- Pandemic Influenza
- Radiological Incident
- Terrorism
- Transportation Accident
- Tsunami
- Wildland/Urban Interface Fire
- Winter Storm

CANCELLATION/CLOSURE PROCEDURES

- ✓ Notify District Office and County Office
- ✓ Notify Staff and Students

a. Make an announcement over the PA:

“Your attention please. Your attention please. We will be initiating school closure and student release procedures. Teachers and students should remain in their classrooms until notified that student release teams are in place.”

OR

b. Send runners to each classroom with above information. Be sure **all** classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified...

- ✓ Post Alert through SCAN USA (*if your school is in this system*)
- ✓ Activate Parent Telephone Alert System (*parent phone tree, if one is in place*)
- ✓ Post “School Closed” signs in school office and main entry points (*Provide information on how to get additional information such as an emergency phone number, radio station, etc.*)
- ✓ Prepare for Student Release

DIVISIONS INVOLVED IN SCHOOL

- Management/Command
- Operations: Student Release

NOTE

The conversion of a school campus for purposes of public sheltering or mass prophylaxis **must** be initiated by the District Superintendent at the request of the Department of Emergency Services, the American Red Cross, or the Department of Health Services.

ACTION: SCHOOL

CANCELLATION OF

If conditions warrant the cancellation of school prior to the beginning of the school day, the County Office of Education normally requests the following protocol be utilized. The utilization of this procedure will ensure that all authorized school closure announcements are properly communicated to media representatives.

WHEN TO CLOSE YOUR SCHOOL

- Civil Unrest
- Dam Failure
- Drought
- Explosion
- Flood
- Hazardous Materials Incident
- Landslide
- Major Earthquake
- National Security Emergency
- Pandemic Influenza
- Radiological Incident
- Terrorism
- Transportation Accident
- Tsunami
- Wildland/Urban Interface Fire
- Winter Storm

CANCELLATION PROCEDURES

- ✓ Notify District Office (*if you are a school site administrator*)
- ✓ District Office will notify the County Office of Education in the following manner
 - a. Between 5 a.m. and 7 a.m., call your District Superintendent
Home: _____ Cell: _____
 - b. If the District Superintendent is unavailable contact:

Alternate Contact: _____
Home: _____ Cell: _____
 - c. After 7 a.m., call the County Office of Education

Office at: _____
- ✓ Post Alert through SCAN USA (*if your school is in this system*)
- ✓ Notify Staff (*use staff phone tree, if one is in place*)

DIVISIONS INVOLVED IN SCHOOL CLOSURE

- Management/Command

ACTION:

SHELTER-

Whenever an emergency situation presents itself such that it is safer for students and staff to remain inside the school building, the superintendent, principal or designee may order “shelter-in-place.” This response action is initiated when there has been an accidental or intentional release of a chemical, radiological, or biological contaminant in the vicinity of the school. “Shelter-in-place” may also be called for in response to terrorist activities.

WHEN TO SHELTER-IN-PLACE

- Civil Unrest
- Explosion
- Hazardous Materials Incident
- National Security Emergency
- Radiological Incident
- Terrorism
- Transportation Accident

SHELTER-IN-PLACE PROCEDURES

- ✓ Notify District Office
- ✓ Notify Staff and Students

a. Make an announcement over the PA:

“Your attention please. Your attention please. Students and staff should immediately prepare to shelter-in-place and stand-by for further instructions.”

OR

- b. If you do not have a PA system and it is safe to do so: send runners to each classroom with above information. Be sure **all** classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.

- ✓ Order facilities manager or custodian to shut down air circulation system
- ✓ Turn on radio and monitor updates
- ✓ Activate Parent Alert Telephone System (*parent phone tree, if one is in place*)
- ✓ Post an alert through SCAN USA (*if your school is in this system*)
- ✓ Post signs on exterior windows, if there is time and it is safe to do so “This School is Sheltering-in-Place. Do Not attempt to enter any office or building.”

IN CLASSROOMS AND OFFICES

- ✓ Post “shelter-in-place” sign on exterior door or window (*if* it is safe to do so)
- ✓ Shut doors and all windows (pull draperies or close blinds)
- ✓ Seal doors and vents with plastic wrap and duct tape
- ✓ Take out class roster and take roll
- ✓ Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows

IN THE CAFETERIA, LIBRARY OR GYMNASIUM

- ✓ Move students and staff into a hallway or small room
- ✓ Shut doors and all windows (pull draperies or close blinds)
- ✓ Seal doors and vents with plastic wrap and duct tape
- ✓ Write down names of everyone in the room
- ✓ Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows

OUTDOORS

- ✓ Move inside the nearest building
- ✓ Shut doors and all windows (pull draperies or close blinds)
- ✓ Seal doors and vents with plastic wrap and duct tape
- ✓ Write down names of everyone in the room
- ✓ Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows

DIVISIONS INVOLVED IN SHELTER-IN-PLACE

- Management/Command
- Operations (*if long duration*)
- Logistics (*if long duration*)
- Planning/Intelligence (*if long duration*)
- Finance/Administration (*if long duration*)

NOTE

A request to “shelter-in-place” is usually of short duration (a few hours), so there is little danger that you will run out of oxygen or suffocate. In the event of an extended “shelter-in-place,” you will have access to food and water in classroom and/or school emergency kits.

ACTION:

Lockdown is the response action initiated when schools are faced with extremely violent behavior, armed intruders, an on-campus hostage situation, snipers, or there is police activity in the vicinity that could threaten the safety of students and staff. **Lockdowns are serious business.** When a superintendent, principal, or designee initiates a lockdown it means that there is an immediate and possibly life-threatening situation on-campus.

WHEN TO INITIATE LOCKDOWN

- Civil Unrest
- National Security Emergency
- Nearby Law Enforcement Action
- Shooter on Campus
- Terrorism

LOCKDOWN PROCEDURES

- ✓ Notify District Office (*if there is time*)
- ✓ Notify Staff and students
 - a. Make an announcement over the PA:

“Your attention please. Initiate lockdown procedures immediately and stand-by for further instructions.”

Remember to lockdown your office!
 - b. If you do not have a PA system, use predetermined Bell Code System to alert staff. Be sure **all** classrooms, libraries, cafeterias, gymnasiums, offices, and on-campus programs (like COUNTY OFFICE OF EDUCATION and day care) are also notified.
- ✓ **Call 9-1-1** and **stay on the phone** with the operator
- ✓ **Sit tight!** When law enforcement arrives on campus they will give you instructions

IN CLASSROOMS AND OFFICES

- ✓ Shut and lock doors and all windows (pull draperies or close blinds and blacken any doorway windows). **DO NOT** open the door for anyone or peek out windows until “All Clear” signal is given
- ✓ Move away from windows and stay low (below window line)
- ✓ Keep calm and quiet
- ✓ Post green sign if everyone is OK or red sign if students are missing/injured on exterior door or window (IF it is safe to do so)
- ✓ **REMAIN** in classrooms and offices until the “All Clear” signal is given or you are escorted out by first responders

IN THE CAFETERIA, LIBRARY OR GYMNASIUM

- ✓ Shut and lock doors and all windows (pull draperies or close blinds and blacken any doorway windows)
- ✓ Move away from windows and stay low (below window line)
- ✓ Keep calm and quiet
- ✓ Post green sign if everyone is OK or red sign if students are missing/injured on exterior door or window (IF it is safe to do so)
- ✓ **REMAIN** in place until the “All Clear” signal is given or you are escorted out by first responders

OUTDOORS

- ✓ **IMMEDIATELY** move inside the nearest building
- ✓ Shut and lock doors and all windows (pull draperies or close blinds and blacken any doorway windows)
- ✓ Move away from windows and stay low (below window line)
- ✓ Keep calm and quiet
- ✓ Post green sign if everyone is OK or red sign if students are missing/injured on exterior door or window (IF it is safe to do so)
- ✓ **REMAIN** in place until the “All Clear” signal is given or you are escorted out by first responders

DIVISIONS INVOLVED IN LOCKDOWN

- Management/Command
- Operations: Maintenance/Fire/Site Security, Assembly/Shelter, Crisis Intervention, First Aid, Student Release (*these teams will ONLY be activated when it is safe to do so*)

ADDITIONAL LOCKDOWN PROCEDURES

Short-term lockdown (less than 8 hours)

Open emergency supply box/kit as needed

Long-term lockdown (more than 8 hours)

Open emergency supply box/kit and set-up latrine system

After “All Clear” Signal is given

- ✓ Activate Parent Alert Telephone Tree (parent phone tree, if one is in place)
- ✓ Post an alert through SCAN USA (if your school is in this system)
- ✓ Prepare Student Release Team for orderly release
- ✓ Initiate contact with Crisis Intervention Team for grief support, trauma recovery, etc.

NOTE

“Lockdown,” like “Duck and Cover,” can be initiated by a **teacher** or **employee** in response to violent behavior, shots fired, or any other activity that threatens the safety of students and staff. When initiated by a teachers or staff, it is their responsibility to get a message to the school office about the nature of the incident, when it is safe to do so.

ACTION:

This emergency response activity is initiated when it is determined that it is not safe to remain in school buildings or to stay on campus. In this situation, students and staff are moved to a safer location either on- or off-site.

WHEN TO EVACUATE YOUR SCHOOL

- Civil Unrest
- Dam Failure
- Explosion
- Fire on Campus
- Flood
- Gas Leak
- Hazardous Materials Incident
- Landslide
- Major Earthquake
- National Security Emergency
- Terrorism
- Transportation Accident
- Wildland/Urban Interface Fire
- Winter Storm

EVACUATION PROCEDURES

ON-SITE EVACUATION

- ✓ Notify District Office
- ✓ Sound alarm
- ✓ Notify Staff and students
 - a. Make an announcement over the PA:
“Your attention please. Your attention please. Students and staff should proceed immediately to the primary (or secondary) evacuation site.”

OR

If you do not have a PA system and it is safe to do so: send runners to each classroom with above information. Be sure **all** classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.

- ✓ When all classrooms have arrived at the evacuations site, have teachers take roll and determine if anyone is missing. Add names of guests/visitors
- ✓ Hold up green sign if everyone is accounted for or hold up red sign if students or staff are unaccounted for or injured.
- ✓ Mobilize Operations Teams for Student Release
- ✓ Activate Parent Alert Telephone Tree (*parent phone tree, if one is in place*)
- ✓ Post an alert through SCAN USA (*if your school is in this system*)

OFF-SITE EVACUATION

- ✓ Notify District Office
- ✓ Activate Transportation Plan
- ✓ Post sign in school office with directions to evacuation site along with any emergency numbers to call for additional information
- ✓ Sound alarm
- ✓ Notify Staff and students

Make an announcement over the PA:

“Your attention please. Your attention please. Students and staff should proceed immediately to the off-site evacuation staging area.”

OR

If you do not have a PA system and it is safe to do so: send runners to each classroom with above information. Be sure **all** classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.

- ✓ Have teachers take roll as students board buses or are waiting at the evacuation staging area. Missing students should be immediately reported to the EOC. Add names of guests/visitors that were in your classroom
- ✓ Hold up green sign if everyone is accounted for or hold up red sign if students or staff are unaccounted for or injured.
- ✓ Mobilize Operations Teams for Student Release
- ✓ Activate Parent Alert Telephone Tree (*parent phone tree, if one is in place*)
- ✓ Post an alert through SCAN USA (*if your school is in this system*)

DIVISIONS INVOLVED IN EVACUATION

- Management/Command
- Operations: Maintenance/Fire/Site Security, Assembly/Shelter, Student Release
- Logistics: Transportation Team

ACTION: RETURN TO CLASSROOM/REVERSE

This emergency response action is designed to immediately bring people *indoors* from outside. Reverse evacuation is often called for in circumstances of severe weather and whenever law enforcement or fire-fighting activities near the school could pose a threat to students and staff.

WHEN TO INITIATE REVERSE EVACUATION

- Civil Unrest
- Dam Failure
- Explosion
- Flood
- Hazardous Materials Incident
- Landslide
- National Security Emergency
- Radiological Incident
- Terrorism
- Transportation Accident
- Wildland / Urban Interface Fire
- Winter Storm

REVERSE EVACUATION PROCEDURES

- ✓ Sound Alarm
- ✓ Notify Staff and students
 - a. Make an announcement over the PA:
“Your attention please. Students and staff should return to your classrooms or offices immediately and stand-by for further instructions.”

OR

- b. If you do not have a PA system, use Bell Code System to alert all areas of the campus.

OR

- c. If it is safe to do so, you can send runners to all outdoor fields with above information.

- ✓ Notify District Office
- ✓ Once threat passes, issue “All clear” to resume regular activities

OR

- ✓ Initiate Student Release
- ✓ Activate Parent Alert Telephone Tree (*parent phone tree, if one is in place*)
- ✓ Post an alert through SCAN USA (*if your school is in the system*)

DIVISIONS INVOLVED IN REVERSE EVACUATION

- Management/Command
- Operations: Maintenance/Fire/Site Security, Assembly/Shelter, Student Release

ACTION:

DUCK, COVER AND HOLD ON

Duck and cover is a self-protective action called for whenever there is immediate danger from flying objects and/or falling debris. Usually initiated in earthquakes, it is an appropriate response for a number of different threats, such as severe weather or shooter-on-campus. ***The call to “duck and cover” is usually initiated by classroom teachers.***

WHEN TO DUCK, COVER AND HOLD ON

- Civil Unrest
- Explosion
- Landslide
- **Major Earthquake
- National Security Emergency
- Shooter on Campus
- Terrorism
- Transportation Accident
- Winter Storm

DUCK, COVER AND HOLD ON PROCEDURES

- ✓ Sound alarm
- ✓ Notify Staff and students

****In the event of an earthquake, the ground shaking initiates the Duck, Cover and Hold On procedures.**

For all other events:

- a. Make an announcement over the PA:
“Duck, cover, and hold on. Stand-by for further instructions.”
 - b. If you do not have a PA system or bell code system and it is safe to do so, send runners to each classroom with above information. Be sure ***all*** classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified...
- ✓ When the threat passes, make “All Clear” announcement and issue call to “Resume Regular Activities” or direct another response action (such as Evacuation, Cancellation or Closure of School)

INDOORS

- ✓ Students, staff, and employees drop immediately to the floor and crawl under their desks (or, a table or a work bench). Use one hand to hold onto the furniture/table and the other to cover the back of your neck.
- ✓ Stay put until “All Clear” announcement is made
- ✓ Check for injuries and make sure everyone is accounted for

HALLWAYS AND BATHROOMS

- ✓ Kneel next to a bare, inside wall and place your hands over the back of your neck
- ✓ Stay put until “All Clear” announcement is made
- ✓ Check for injuries and make sure everyone is accounted for

OUTDOORS

- ✓ Move away from trees, billboards, signs, buildings, electrical wiring and power poles
- ✓ Drop to the ground and cover the back of your neck with your hands
- ✓ Stay put until “All Clear” announcement is made
- ✓ Check for injuries and make sure everyone is accounted for

DIVISIONS INVOLVED IN REVERSE EVACUATION

- Management/Command
- Operations (*as needed*)
- Logistics (*as needed*)
- Planning/Intelligence (*as needed*)
- Finance/Administration (*as needed*)

NOTE

After an earthquake, remember to stay alert for aftershocks!

EOC ACTION PLAN

DISTRICT:

FOR OPERATIONAL PERIOD:

FROM: *Date*

TO: *Date*

Time

Time

PREPARED:

Date

Time

GENERAL OBJECTIVES

OBJECTIVES should be stated in measurable terms to allow for evaluation of progress.
Each TASK assigned to Sections should address a specific OBJECTIVE.

WEATHER FORECAST FOR OPERATIONAL PERIOD

SAFETY MESSAGE

ATTACHMENTS (✓ IF ATTACHED)

Current Situation Report

Task Assignments

Traffic/Staging Area Map

PREPARED BY (Planning Section Chief):

Approved by (EOC Director):

EOC STAFFING LIST		DISTRICT:
FOR OPERATIONAL PERIOD:		PREPARED:
FROM: Date	TO: Date	Date
Time	Time	Time
MANAGEMENT STAFF		OPERATIONS SECTION
Incident Commander		Operations Section Chief
EOC Director		Law Enforcement Unit
Public Information Officer/Public Relations Mgr.		Fire Unit
Liaison Officer		Medical Unit
Safety Officer		Public Works Services
Legal Advisor		
PLANNING & INTEL SECTION		LOGISTICS SECTION
Planning & Intel Section Chief		Logistics Section Chief
Situation Status Unit		Services
Documentation Unit		Communications Unit
Advance Planning Unit		Care & Shelter Unit
Damage Assessment Unit		Personnel Unit
Recovery Planning Unit		Support
GIS Unit Leader		Supply Unit
		Utilities Unit
		Transportation Unit
AGENCY REPRESENTATIVES		FINANCE & ADMIN SECTION
		Finance Section Chief
		Time Unit
		Comp/Claims Unit
		Cost Unit
Approved by:		Prepared by:
<input type="checkbox"/> If additional space is needed, ✓box and use reverse side of this sheet		

EOC Management Situation Report (page 2 of 2)

SAFETY MESSAGE (SAFETY OFFICER)

LIAISON REPRESENTATIVES FROM OTHER AGENCIES (LIAISON OFFICER)			
ORGANIZATION/AGENCY	NAME	EOC LOCATION	CONTACT NUMBER
RACES			
American Red Cross			
SCWA			
PacBell			
Salvation Army			
CNG			
OpArea OES			
Transit			
County Office of Education			

DISTRIBUTION:

- All section chiefs
- All Operations Team Leaders
- All Management Section staff
- Documentation Unit
- _____
- _____
- _____
- _____

SCHEDULED BRIEFINGS (Incident Commander/PLANS CHIEF/PIO)				
BRIEFING TYPE	FREQUENCY	TIME	LOCATION	BRIEFER
EOC Section Chiefs	2/Daily			Incident Commander/Plans Chief
EOC Staff	2/Daily			Plans Chief
Media	2/Daily			PIO

SCHEDULED MEETINGS (Incident Commander/PLANS CHIEF/PIO)				
MEETING TYPE	FREQUENCY	TIME	LOCATION	FACILITATOR
Planning Meeting	2/Daily			Incident Commander/Plans Chief

SITUATION STATUS REPORT INITIAL

- INITIAL ASSESSMENT -

This form is to be completed and forwarded to the Emergency Operations Center by the Principal or designee as soon as evacuation has been completed and the required information collected.

School _____

Completed by _____ Date _____ Time _____

Immediate Assistance Required

_____ None _____ Medical _____ Fire

_____ Search & Rescue _____ Support Personnel

Condition of Students

_____ All Accounted For _____ No Injuries _____ No immediate help required

_____ Missing (number)

Names

Trapped in Building: (number)

Names

_____ Injured (number)

_____ Number Requiring Immediate Medical Attention

Type of Injury

Names

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

SITUATION STATUS REPORT (CONTINUED)

Condition of Staff

_____ All Accounted For
_____ Missing (number)

_____ No Injuries

_____ No immediate help required
Names

_____ Trapped in Building (number) Names

_____ Injured (number)

_____ Number Requiring Immediate Medical Attention

Type of Injury

Names

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Condition of School Building and Grounds

e.g.: wall cracked, fallen light fixtures, shattered windows, broken water pipes, flooding, etc.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Condition of Neighborhood

e.g.: fallen power lines, debris-cluttered streets, etc.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

STUDENT EMERGENCY CONTACT CARD

Emergency Contact/ Medical Consent (Page two)



In case of an emergency, it is imperative that the school be able to reach the student's parent or guardian. Please fill in the information on both sides of this card Grade _____

STUDENT

Last Name First
Middle Female
Teacher/Advisor

Home Address (Primary Residence) City

Office Use Only

CSIS _____
Date Enrolled _____
 MEDICAL
 CUSTODY
 SPECIAL NEEDS

STUDENT EMERGENCY CONTACT CARD

Medical Information and Consent

STUDENT

_____ Last

First _____ Middle

MEDICAL/HEALTH INFORMATION

Medication: Does your child require medication?

- No Yes

If your child requires medication at school, all medication sent to school must be in the original prescription container with a current date and the child's name. An "Authorization for Administration of Medication" form must be on file. For disasters, please provide a separate three-day supply for the school office, in the same format, along with the green "72-Hour Disaster Medication" form. Both forms are available from the school office.

Medication	Do

Health Insurance Information: *Please check appropriate box.*

EMERGENCY TREATMENT AUTHORIZATION

I/we, the undersigned parent(s) or legal guardian of

_____, a minor, do hereby give authorization and consent to the school to obtain emergency medical care and necessary transportation, including x-ray examination, anesthetic, medical or surgical diagnosis and emergency hospital which is deemed advisable by and is to be rendered under the general or specific supervision of medical and emergency room staff licensed under the provisions of the medicine practice act and the State of California Department of Public Health.

SCHOOL EMERGENCY/EVACU

Student _____
School _____
Physician _____

Student _____
G _____
School _____
P _____
Physician _____

Student _____
School _____
Physician _____

People to whom I have authorized the sch

SCHOOL EMERGENCY

*In an emergency, please **DO NOT CALL** the school and tie up the school telephones. Use the designated hotline for

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SCHOOL EMERGENCY CONTACT INFORMATION

SCHOOL EMERGENCY CONTACT INFORMATION

TO PREPARE FOR AN EMERGENCY

- Make certain your child's school emergency contact card information is accurate and up-to-date.
- Notify the adults you authorize of any special medical or dietary requirements your child has.
- Let your child know who will make the pickup at school if you are unable to do so.

TO PREPARE FOR AN EMERGENCY

- Make certain your child's school emergency contact card information is accurate and up-to-date.
- Notify the adults you authorize of any special medical or dietary requirements your child has.
- Let your child know who will make the pickup at school if you are unable to do so.
- Keep emergency supplies in

TO PREPARE FOR AN EMERGENCY

- Make certain your child's school emergency contact card information is accurate and up-to-date.
- Notify the adults you authorize of any special medical or dietary requirements your child has.
- Let your child know who will make the pickup at school if you are unable to do so.

School Emergency Supplies

FOOD

Suggested quantities are for 100 people for a period of 72 hours.

Food

<u>Item</u>	<u>Quantity</u>
Raisins - boxed and dated	20 lbs.
Large potatoes - canned and dated	60 cans
Large soups - dated	60 cans
Stewed tomatoes - dated	20 cans
Large canned beans - dated	20 cans
Large mixed fruit or fruit - dated	60 cans
Large peanut butter	20 tubs
Crackers	2 cases
Canned fruit juice	2 cases
Sugar cubes	4 boxes

Note: Military rations (MREs) may be substituted for the above items in order to maximize shelf life and storage space.

Water

<u>Item</u>	<u>Quantity</u>
Drinking water – based on 2 quarts per person-per day	150 gallons

Note: Commercially packaged water (Aqua Blocks or bottled water) may be substituted for the above item in order to maximize shelf life and storage space.

School Emergency Supplies

Suggested quantities are for 100 people for a period of 72 hours.

<u>Item</u>	<u>Quantity</u>
Blankets	100
Large battery operated radio with batteries	1
Heavy duty flashlights with spare batteries and bulbs	4
Whistles (for communicating with staff and students)	4
Clipboards	4
Ink pens	6
Medium garbage bags	4 packages (40 ct)
Large 3-ply garbage bags	4 packages (20 ct)
Plastic buckets - 5 gallon	6
Pads of paper	4
Scotch tape	4 rolls
Bed sheet strips (to be used as optional bandages)	4
Plastic cups	6 packages (100 ct)
Paper plates	6 packages (100 ct)
Plastic spoons, knives and forks	6 packages (100 ct)
Can openers - manual	5
Portable toilet kit	2
Activities/games for the children	5

School Emergency Supplies

<u>Item</u>	<u>Quantity</u>
First Aid Handbook (current, Red Cross)	1
Alcohol	4 bottles
Alcohol prep	4 boxes - 100 ct
Aluminum foil - 18 inches wide	4 rolls
Antibiotic solution (Betadine)	4 bottles
Aromatic spirits of ammonia	4 boxes - 10 ct
Band-Aids - assorted sizes	8 boxes
Bandage - ACE wrap, Kerlix, Kling, or other conforming bandage of several widths - 2, 3, 4, 6 inch)	4 boxes each
Bandage scissors - blunt nose type	9 pairs
Bandage, triangular - 36 x 40 x 55 inch	30
Basin, emesis - disposable	10
Blankets - space or disposable	150
Blood pressure cuff with manometer	6
Burn sheets - sterile, disposable	4 packages
Cervical collar - small, medium & large	4 each
Cotton balls - unsterile	4 large packages
Disinfectant - hand washing	4 gallons
Dressings - 2x2's, 3x3's & 4x4's sterile	4 boxes each
Dressings - 5x9's & 8x10's sterile	4 boxes each
Dressings - eye pad, oval sterile	15 boxes
Dressings - Vaseline gauze 3x36 inch sterile	4 boxes
Ipecac	4 bottles
Kleenex	10 boxes
Marking pens - skin	6
Needles - for removing splinters & glass	4 packages
Note pads	20

School Emergency Supplies

FIRST AID, cont'd

<u>Item</u>	<u>Quantity</u>
Pack - cold Temp-Aid	1 case
Paper cups	4 boxes
Pack - hot Temp-aid	1 case
Paper bags	4 boxes
Paper towels	4 cases
Pencils or ball point pens	4 packages
Petroleum jelly	4 large jars
Pitcher or jar with cover - can be used as a measuring device	4 one quart size
Q-tip swabs	6 packages
Safety pins - assorted sizes	6 packages
Saline - 1 tsp. per quart sterile water = normal saline	4 boxes
Sanitary napkins - can be used for heavy bleeding wounds	2 cases
Spine board - long and short	2 each
Splints - inflatable, boards, magazines or other	Several sets
Standard surgical gloves - medium and large	4 boxes
Table	4
Thermometer - oral - Tempa-dot, disposable	4 boxes each
Toilet tissue	4 cases
Tongue depressors	4 packages
Towelettes - moist	15 boxes
Treatment log	1
Triage tags (from Office of Emergency Services)	150
Tweezers - large	9 pairs
Tylenol (15 grains)	6 bottles
Water purification tablets, or	4 bottles
Household bleach (6 drops in 1 gallon of water)	2 gallons

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION

Management/Command Incident Commander Go-Kit

- School Emergency Plan
- Campus map
- Staff and student roster
- Job description clipboard
- Walkie talkie/FRS
- AM/FM radio
- Bullhorn
- Whistle
- Pens, pencils, paper and clipboard
- Disaster response forms
- Vest and/or ID badge
- Hard hat/safety equipment

Management/Command Incident Commander Supplies/Equipment

- School district radio
- Table and chairs (*if EOC has to be moved outside*)

Management/Command PIO Go-Kit

- School Emergency Plan
- Vest and/or ID badge
- Hard hat/safety equipment
- AM/FM Radio (w/batteries)
- Walkie talkie/FRS
- Clipboard and paper
- Pens/Sharpies/Dry Erase Markers
- Scotch tape/masking tape/duct tape
- Scissors
- School site maps and regional/neighborhood maps

**Management/Command
PIO Supplies/Equipment**

- Newsprint or dry erase board and portable easel
- "Media Here" Sign

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

Management/Command Safety Officer Go-Kit

- School Emergency Plan
- Job Description clipboard
- Vest and/or ID badge
- Hard hat/safety equipment
- Pens, paper and clipboard
- Walkie-talkie/FRS

Management/Command Liaison Officer Go-Kit

- School Emergency Plan
- Vest and/or ID badge
- Hard hat/safety equipment
- Pens, paper and clipboard
- Walkie talkie/FRS

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

OPERATIONS Section Chief Go-Kit

- School Emergency Plan
- Job description clipboard
- Vest and/or ID badge
- Hard hat/safety equipment
- Pens, pencils, paper and clipboard
- Walkie talkie/FRS
- Campus supply storage lists
- School site maps and regional/neighborhood maps

OPERATIONS Assembly/Shelter Team Leader Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Roster of students and staff
- Walkie-talkie/FRS
- Hard hat and vest/safety equipment
- Facility and supply storage maps
- Job description clipboard
- Pens, pencils, paper and clipboard
- Bullhorn

OPERATIONS Assembly/Shelter Team Go-Kit

- Team Checklist and Contact Information
- Paper, pens, pencils, and clipboards
- Walkie talkies/FRS
- Forms
- Hard hats and vests/safety equipment
- Masking and/or Duct tape
- Whistles
- File boxes

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

OPERATIONS Assembly/Shelter Team Supplies/Equipment

- Supply storage map
- Tarps/black poly sheeting (rolls)
- 5-gallon toilet buckets
- Toilet paper
- Stainless steel clamps
- Sanitation supplies
- Poles
- Toilet bucket liners
- Disposable hand-wipes
- Blankets

OPERATIONS Communications Team Leader Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Paper, pens, pencils, and clipboards
- Walkie talkies/FRS
- Battery Operated Radio w/batteries
- Hard hats and vests/safety equipment

OPERATIONS Communications Team Leader

- Table and chairs
- File boxes

OPERATIONS Communications Team Go-Kit

- Team Checklist and Contact Information
- Walkie-talkies/FRS
- Map of facility
- Pens, pencils, paper and clipboards
- Hard hats and vests/safety equipment
- Communications log
- Message forms
- Position roster

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

OPERATIONS Communications Team Supplies/Equipment

- Tables and chairs
- File boxes

OPERATIONS Crisis Intervention Team Leader Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Info
- Roster of students and staff
- Student Emergency Contact Cards
- Walkie-talkie/FRS
- Job description clipboard
- Hard hat and vest/safety equip
- Mental Health Response Plan
- Map of facility
- Pens and pencils, paper

OPERATIONS Crisis Intervention Team Go-Kit

- Team Checklist and Contact Information
- Roster of students and staff
- Mental Health Response Plan
- Map of facility
- Hard hats/vests/safety equipment
- Student Emergency Contact Cards
- Walkie-talkies/FRS
- Pens and pencils, paper and clipboards
- Tissues and rubber gloves

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

OPERATIONS First Aid Team Leader Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- School Emergency Plan
- School Site Map
- Job description clipboard
- Hard hat/vest/safety equipment
- Rubber gloves (box)
- Roster of students and staff
- Walkie-talkie/FRS
- Student Emergency Contact Cards
- Pens, pencils, paper and clipboard
- Quick reference medical guides

OPERATIONS First Aid Team Leader Supplies/Equipment

- Table and chairs
- Campus First Aid Kit (**see recommended supply list*)
- Ground cover/tarps
- Stretchers
- Blankets

OPERATIONS First Aid Team Go-Kit

- Team Checklist and Contact Information
- Roster of students and staff
- Walkie-talkies/FRS
- Hard hats/vests/safety equipment
- Sharpies
- Rubber gloves (2 boxes)
- School Site Map
- Student Emergency Contact Cards
- Pens, pencils, paper and clipboards
- Duct tape
- Quick reference medical guides
- Triage Tags

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

OPERATIONS

First Aid Team Supplies/Equipment

- Tables and chairs
- Campus First Aid Kit (**see recommended supply list*)
- Ground cover/tarps
- Stretchers
- Blankets

OPERATIONS

Maint/Fire/Site Security Team Leader Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Utility shut-off map/checklists
- Walkie-talkie/FRS
- Communications log
- DANGER placards
- Duct tape and sharpies
- Facility and supply storage maps
- Pens and pencils
- Job description clipboard
- Hard hat, vest and safety equipment

OPERATIONS

Maint/Fire/Site Security Team Leader

- Wrenches and assorted tools
- Caution Tape (yellow and red)
- Fire suppression gear
- Master keys

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

OPERATIONS Maint/Fire/Site Security Team Go-Kit

- Team Checklist and Contact Information
- Facility and supply storage maps
- Walkie-talkies/FRS
- Hard hats, vest and safety equipment
- Leather gloves
- DANGER placards
- First Aid Kit
- School Disaster Plan
- Utility shut-off map/checklists
- Goggles
- Sturdy shoes
- Duct tape and sharpies
- Yellow caution tape

OPERATIONS Maint/Fire/Site Security Team Supplies/Equipment

- Wrenches and assorted tools
- Fire suppression gear
- Master keys

OPERATIONS Search & Rescue Team Leader Go-Kit

- | | |
|-----------------------------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> Team Leader Checklist | <input type="checkbox"/> Job desc. clipboard |
| <input type="checkbox"/> Team Checklist and Contact Information | <input type="checkbox"/> Map of school |
| <input type="checkbox"/> Roster of students and staff | <input type="checkbox"/> Walkie-talkie/FRS |
| <input type="checkbox"/> School Disaster Plan | <input type="checkbox"/> Flashlight w/batteries |
| <input type="checkbox"/> Hard hat, vest and safety equipment | <input type="checkbox"/> Pens and paper |

OPERATIONS Search & Rescue Team Leader

- Table and chair
- White Board or newsprint flipchart
- Markers erasable or permanent

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

OPERATIONS Search & Rescue Team Go-Kit

- Team Checklist and Contact Information
- Roster of students and staff
- Duct tape and sharpies
- Backpacks for gear/first aid supplies
- Clipboards, paper and pens
- Map of school
- Walkie-talkies/FRS
- Sturdy shoes/boots
- Hard hats/vests/safety equip
- Whistles
- Rubber gloves/dust masks
- Leather gloves

OPERATIONS Search & Rescue Team Supplies/Equipment

- Plastic buckets for tools/gear
- Blankets
- Fire extinguishers
- Flashlights w/batteries
- Master keys and bolt cutter
- Crowbars and fire axes
- Shovels and ropes
- Caution tape and barricades
- Basic first aid kit
- Cribbing supplies

OPERATIONS Student Release Team Leader Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Roster of students and staff
- Hard hat, vest and safety equipment
- Pens and paper
- Map of school
- Walkie-talkie/FRS
- Job description clipboard

OPERATIONS Student Release Team Leader Supplies/Equipment

- Table and chair

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

OPERATIONS Student Release Team Go-Kit

- Team Checklist and Contact Information
- Roster of students and staff
- Yellow caution tape
- Paper, pens, markers
- Stapler and staples
- School Site Map
- Student Emergency Cards
- Dry erase markers
- Clipboards (lots)
- Scotch tape and dispenser
- Vests

OPERATIONS Student Release Team Supplies/Equipment

- Tables and chairs
- Stanchions and/or barricades
- White board
- Easel for white board

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

LOGISTICS Section Chief Go-Kit

- School Emergency Plan
- Map of facility
- Pens and pencils, paper
- Hard hat, vest and safety equipment
- Walkie-talkie/FRS
- On-campus supply storage list(s)/map
- Job description clipboard
- Master keys

LOGISTICS Section Chief Supplies/Equipment

- Table and chair

LOGISTICS Supplies & Staffing Team Leader Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Map of facility
- Pens and pencils, paper
- Walkie-talkie/FRS
- On-campus supply storage list(s)/map
- Job description clipboard
- Communications log
- Hard hat, vest and safety equipment

LOGISTICS Supplies & Staffing Team Leader

- Table and chair
- Phone
- Computer or laptop

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

LOGISTICS Supplies & Staffing Team Go-Kit

- Team Checklist and Contact Information
- Walkie-talkies/FRS
- On-campus supply storage list(s)/map
- Communications log
- Map of facility
- Pens and pencils, paper
- Hard hats, vests and safety equipment

LOGISTICS Supplies & Staffing Team Supplies/Equipment

- Table and chair
- Phones
- Computers or laptops

LOGISTICS Transportation Team Leader Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- School Disaster Plan
- Map of facility
- Job description clipboard
- Hard hat, vest and safety equipment
- Walkie-talkie/FRS
- Pens and pencils, paper
- Communications log

LOGISTICS Transportation Team Leader Supplies/Equipment

- Table and chair
- Phone

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

LOGISTICS Transportation Team Go-Kit

- Team Checklist and Contact Information
- Map of facility
- Communications log
- Walkie-talkies/FRS
- Pens and pencils, paper
- Hard hat, vest and safety equipment

LOGISTICS Transportation Team Supplies/Equipment

- Table and chair
- Phones

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

PLANNING/INTELLIGENCE Section Chief Go-Kit

- School Emergency Plan On-campus supply storage list(s)/map
- Map of facility Job description clipboard
- Pens and pencils, paper Master keys
- Hard hat, vest and safety equip
- Walkie-talkie/FRS

PLANNING/INTELLIGENCE Section Chief Supplies/Equipment

- Table
- Chair

PLANNING/INTELLIGENCE Documentation Team Leader Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Map of facility
- Pens and pencils, paper
- Hard hat, vest and safety equipment
- Walkie-talkie/FRS
- On-campus supply storage list(s)/map
- Job description clipboard
- Master keys

PLANNING/INTELLIGENCE Documentation Team Leader Supplies/Equipment

- Table
- Chair

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

PLANNING/INTELLIGENCE Documentation Team Go-Kit

- Team Checklist and Contact Information
- Map of facility
- Pens and pencils, paper
- Hard hat, vest and safety equipment
- Walkie-talkie/FRS
- On-campus supply storage list(s)/map
- Job description clipboard
- Master keys

PLANNING/INTELLIGENCE Documentation Team Supplies/Equipment

- Table
- Chairs

PLANNING/INTELLIGENCE Situation Status Team Leader Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Walkie-talkie/FRS
- Assorted regional/area maps
- Job description clipboards
- File Boxes
- Vendor contracts/agreements list
- Large facility and site maps
- Pens and pencils, markers and paper
- Hard hat, vest and safety equipment

PLANNING/INTELLIGENCE Situation Status Team Leader Supplies/Equipment

- Table
- Chairs

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

PLANNING/INTELLIGENCE Situation Status Team Go-Kit

- Team Checklist and Contact Information
- Walkie-talkies/FRS
- Assorted regional/area maps
- Hard hat, vest and safety equipment
- Large facility and site maps
- Pens and pencils, markers and paper
- File Boxes

PLANNING/INTELLIGENCE Situation Status Team Supplies/Equipment

- Table
- Chairs

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

FINANCE/ADMINISTRATION Section Chief Go-Kit

- School Emergency Plan
- Vest and/or ID badge
- Hard hat
- Clipboard w/pad and pens/Sharpies
- Walkie-talkie/FRS
- Job description clipboard
- File folders and boxes

FINANCE/ADMINISTRATION Section Chief Supplies/Equipment

- Table
- Chair

FINANCE/ADMINISTRATION Recordkeeping Team Leader Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Walkie-talkie/FRS
- Job description clipboard
- File Boxes
- Vendor contracts/agreements list
- Pens and pencils, paper
- Hard hat and vest

FINANCE/ADMINISTRATION Recordkeeping Team Leader Supplies/Equipment

- Table, chair, computer or laptop

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

FINANCE/ADMINISTRATION Recordkeeping Team Go-Kit

- Team Checklist and Contact Information
- Vendor contracts/agreements list
- Pens and pencils, paper
- File Boxes
- Walkie-talkies/FRS
- Hard hat and vest

FINANCE/ADMINISTRATION Recordkeeping Team Supplies/Equipment

- Table
- Chairs

RECOVERY

The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. Focus should be on students and the physical school site, and to take as much time as needed for recovery. School staff can be trained to deal with the emotional impact of the crisis, as well as to initially assess the emotional needs of students, staff and responders. One of the major goals of recovery is to provide a caring and supportive school environment. Financial recovery and protection of the district's assets are also crucial to the overall restoration of the educational process.

RECOVERY ACTION CHECKLIST

- Strive to return to learning as quickly as possible.
- Restore the physical school site, as well as the school community.
- Restore communications systems.
- Institute data recovery procedures.
- Make arrangements for alternative housing for classes and offices, if necessary.
- Monitor how staff are assessing students for emotional impact of the crisis.
- Identify what follow up interventions are available to students, staff and first responders.
- Conduct debriefings with staff and first responders.
- Assess curricular activities that address the crisis.
- Allocate appropriate time for recovery.
- Plan how anniversaries of events will be commemorated.
- Capture "lessons learned" and incorporate them into revisions and trainings.
- Complete all paperwork and reports for financial aid for disaster relief if available.
- Work with local or state emergency services professionals to maximize your cost-recovery efforts.

Plan for recovery in the preparedness phase. Determine the roles and responsibilities of staff and others who will assist in recovery during the planning phase. District-level counselor may want to train school staff to assess the emotional needs of students and colleagues to determine intervention needs. Experience shows that after a crisis many unsolicited offers of assistance from outside the school community are made. During planning, you may want to review the credentials of service providers and certify those that will be used during recovery.

During the preparedness phase, local vendors who can assist in recovery efforts should be identified. Items and services, such as debris removal, carpet repair and replacement, cleaning services, computer data recovery, fire restoration,

structural engineers, tree damage/repair/removal, etc. should be arranged for in advance of an emergency situation.

Assemble the Crisis Intervention Team. A Crisis Intervention Team, or CIT, is composed of individuals at either the district or school level involved in recovery. A review of the literature shows that there are different models for organizing a CIT. In one model, there is a centralized CIT at the district level, which serves all schools in that district. In another model, the district trains school-based CITs. Even when crisis intervention teams exist within individual schools, it may be necessary for the superintendent or designee to allocate additional resources on an as-needed basis.

Service providers in the community may want to assist after a crisis. With prior planning, those with appropriate skills and certifications may be tapped to assist in recovery. This will help district and school personnel coordinate activities of the community service providers and see that district procedures and intervention goals are followed.

Return to the “business of learning” as quickly as possible. Experts agree that the first order of business following a crisis is to return students to learning as quickly as possible. This may involve helping students and families cope with separations from one another with the reopening of school after a crisis.

Schools and districts need to keep students, families and the media informed. Be clear about what steps have been taken to attend to student safety. Let families and other community members know what support services the school and district are providing or what other community resources are available. Messages to students should be age appropriate. It may be necessary to translate letters and other forms of communication into languages other than English depending on the composition of the communities feeding the affected school(s). Be sure to consider cultural difference when preparing these materials.

Focus on the building, as well as people, during recovery. Following a crisis, buildings and their grounds may need repairing, renovation or repainting/relandscaping. Conduct safety audits and determine the parts of the building that can be used and plan for repairing those that are damaged. Use the Loss Recovery Resource Guide that is provided as part of the SchoolGuard USDOE Emergency Response and Crisis Management Grant.

Provide assessment of emotional needs of staff, students, families and responders. Assess the emotional needs of all students and staff, and determine those who need intervention by a school counselor, social worker, school psychologist or other mental health professional. Arrange for appropriate interventions by school or community-based service providers. In addition, available services need to be identified for families who may want to seek

treatment for their children or themselves. Appropriate group intervention may be beneficial to students and staff experiencing less severe reactions to the crisis. Group interventions should be age appropriate.

Provide stress management during class time. Trauma experts emphasize the need to create a caring, warm and trusting environment for students following a crisis. Allow students to talk about what they felt and experienced during the traumatic event. Younger children who may not be able to fully express their feelings verbally will benefit from participating in creative activities including drawing, painting or writing stories. Young adolescents benefit from group discussions in which they are encouraged to talk about their feelings, as well as from writing plays or stories about their experiences. Engage older adolescents in group discussions, and address any issues of guilt (“I could have taken some action to change the outcome of the crisis”).

Conduct daily debriefings for staff, responders, and other assisting in recovery. Mental health workers who have provided services after crises stress the importance of ensuring that those who are providing “psychological first aid” are supported with daily critical incident stress debriefings. Debriefings help staff cope with their own feelings of vulnerability.

Take as much time as needed for recovery. An individual recovers from a crisis at his or her own pace. Recovery is not linear. After a crisis, healing is a process filled with ups and downs. Depending on the traumatic event and the individual, recovery may take months or even years.

Remember anniversaries of crises. Many occasions will remind staff, students and families about crises. The anniversary of a crisis will stimulate memories and feelings about the incident. In addition, other occasions may remind the school community about the crises, including holidays, returning to school after vacations and other breaks, as well as events or occasions that seemingly have little connection to the incident. This underscores the notion that recovery may take a long time than anticipated.

Staff members need to be sensitive to their own as well as the students’ reactions in such situations and provide support when necessary. School crisis planning guides suggest holding appropriate memorial services or other activities, such as planting a tree in memory of victims of crises. Trauma experts discourage memorials for suicide victims to avoid glorification and the sensationalizing of these deaths.

Evaluate. Evaluating recovery efforts will help prepare for the next crisis. Use several methods to evaluate recovery efforts. Conduct brief interviews with emergency responders, families, teachers, students and staff. Focus groups may also be helpful in obtaining candid information about recovery efforts. The following are examples of questions to ask:

- ▶ Which classroom-based intervention proved most successful and why?
- ▶ Which assessment and referral strategies were the most successful and why?
- ▶ What were the most positive aspects of staff debriefings and why?
- ▶ Which recovery strategies would you change and why?
- ▶ Do other professionals need to be considered to help with future crises?
- ▶ What additional training is necessary to enable the school community and community at large to prepare for future crises?
- ▶ What additional equipment or resources are necessary to support recovery efforts?
- ▶ What other planning actions will facilitate future recovery efforts?

Recovery may seem like an end, but it is also a beginning. You must close the loop on the circle. A critical step in crisis planning is to evaluate each incident. What worked? What didn't work? How could you improve operations? Take what you have learned and start at the beginning. Update and strengthen the plan so that in a crisis, no child is left behind.

ADDRESSING THE NEEDS OF INDIVIDUALS WITH DISABILITIES

All school Emergency Operations Plans must include procedures to address the needs of students, staff and visitors with disabilities during a disaster. For people with disabilities, the problems of evacuating a building during an emergency are a major concern. Many people with mobility impairments cannot use stairs and people with hearing and vision impairments may not receive emergency notification and directions unless they are provided in both audible and visual forms. In addition, people with learning, emotional or cognitive disabilities may need to have safety and emergency procedures taught in a language/terms they understand. Because our schools may, at one time or another, have staff, students or visitors who need evacuation assistance, all schools must have a plan that includes the needs of individuals with disabilities.

This checklist indicates those steps necessary to address the needs of those with disabilities. The training materials that are part of the pre-plan include detailed information and guidelines for developing and implementing an effective plan.

- Assess classrooms and offices for unsecured, non-structural hazards, potentially blocked exits and other issues that could put students and staff at risk of injury in a fire, earthquake or other emergency.
- Take mitigation measures to eliminate or reduce hazards.
- Develop a list of individuals needing evacuation assistance and update regularly.
- Establish Evacuation Staging Areas.
- Establish a Buddy System and assign an adult to assist a disabled individual in exiting the building or getting to an Evacuation Staging Area.
- Test your evacuation plan.
- Finalize Your Evacuation Plan.
- Train staff in evacuation procedures.
- Include procedures for evacuating individuals with disabilities in regular fire, earthquake and all other drills and exercises.

Review Evacuation Procedures for Individuals with Disabilities annually and make changes as necessary.

Resources Available for Schools

Information, Guides and Reports

Emergency Plan Web Site

The Department of Education's (ED) Office of Safe and Drug-Free Schools' Emergency Plan Web site www.ed.gov/emergencyplan provides a one-stop site for information to help plan for, mitigate, respond to and recover from any emergency (natural disasters, violent incidents, terrorist acts, etc.). The site provides access to ED materials, such as Practical Information on Crisis Planning, and links to additional emergency planning resources of government agencies, nongovernmental organizations, health-care provider resources, mental health resources, and state and local resources.

Practical Information on Crisis Planning: A Guide for Schools and Communities

This binder provides schools and communities with basic guidelines and useful ideas on how to develop and refine their emergency response and crisis management plans for each phase of crisis planning: mitigation and prevention, preparedness, response and recovery. This information is available at www.ed.gov/emergencyplan/.

Infrastructure Protection: National Clearinghouse for Educational Facilities

This Web-based clearinghouse at www.edfacilities.org provides information on school safety issues, such as how to design buildings to prevent or mitigate possible terrorist attacks and violence.

Bomb Threat Assessment Guide: ED and Bureau of Alcohol, Tobacco and Firearms

The Step-by-Step Guide for Bomb Threats can assist school districts, administrators and emergency responders in planning an effective bomb threat response protocol in schools. A CD-ROM interactive planning tool provides schools with a 15-step guide. In 2003, a copy of the CD-ROM was distributed to every school district in the country. It is still available at www.ed.gov/emergencyplan/.

Campus Public Safety Guide

The Department of Homeland Security's Office of Domestic Preparedness published a series titled Campus Public Safety: Weapons of Mass Destruction and Terrorism Protective Measures in April 2003. This document describes affirmative steps colleges and universities can take to prevent, deter or effectively respond to an attack by weapons of mass destruction. It is available at www.ed.gov/emergencyplan/.

Safe Schools Initiative: ED and the U.S. Secret Service

The 2002 Safe Schools Initiative Guide and Final Report provides guidelines for managing threatening situations and offers ways to create a safe school environment. It is available at www.ed.gov/emergencyplan/.

SCHOOLGUARD

www.SchoolGuard.com is a website that was created by the USDOE Emergency Response and Crisis Management Grant #Q184E040087 to provide information to schools and parents on emergency preparedness.

Information Specifically for Children

A Web site with age-appropriate information for children on disasters is at www.fema.gov/kids/. In addition, the Department of Homeland Security is working to expand its citizen preparedness “Ready” campaign by getting children involved in preparing for crises. The Web site is planned to be launched in 2005.

Information Dealing With Trauma

The National Child Traumatic Stress Network Web site

http://www.nctsnet.org/nccts/nav.do?pid=ctr_tool contains the following links to tools and materials that can be used by schools both for school planning purposes and as handouts to parents and caregivers:

- The link to “Presentation Tools”
http://www.nctsnet.org/nccts/nav.do?pid=ctr_tool_present allows one to view and download slide presentations on selected topics related to child trauma and traumatic stress, including statistics on the prevalence of child trauma, current interventions to reduce the impact of child traumatic stress, and an overview of the National Child Traumatic Stress Network.
- The “Educational Materials” link
http://www.nctsnet.org/nccts/nav.do?pid=ctr_tool_educ includes tip sheets for parents, caregivers, and teachers on current topics, as well as basic information on child traumatic stress for different audiences.

Grants Available From the U.S. Department of Education

Emergency Response and Crisis Management Discretionary Grants

Emergency Response and Crisis Management grants provide funds to local educational agencies to improve and strengthen their emergency response and crisis management plans. This year, ED is obligating 105 awards for a total of \$28 million. ED anticipates conducting another competition in the area of crisis planning in fiscal year 2005. We anticipate that a notice regarding the competition will be issued in a few months.

The Safe Schools-Healthy Students Initiative Grants

These grants provide students, schools and communities with federal funding to implement a comprehensive plan of activities, programs and services focusing on promoting healthy childhood development and preventing violence and alcohol and drug abuse. In fiscal year 2004, ED contributed a total of \$95 million for grants supporting this initiative. Other federal departments also contributed funds. We anticipate additional funding for this initiative in fiscal year 2005.

Questions and Answers

Q. Why is the Department of Education sending this information? Is there an imminent threat to America's schools?

A. The FBI and DHS are currently unaware of any specific, credible information indicating a terrorist threat to public or private schools, universities or colleges in the United States. The FBI and DHS have told us that there is no imminent threat to U.S. schools and that the group that conducted the operation in Russia has never attacked or threatened to attack U.S. interests. However, in an abundance of caution, the Department of Education and our federal law enforcement partners are providing state and local law enforcement officials and educators with an analysis of some of the important lessons learned about the recent incident in Beslan, Russia.

Q. Who else have federal officials contacted regarding the Beslan incident?

A. The DHS and FBI recently sent an analysis of the Beslan incident to their constituents in the law enforcement field. The Department of Education (ED) is distributing information to our constituents in the education community. Among those to whom ED is sending the information are: school police and school security personnel; school resource officers; emergency response and crisis management grantees; chief state school officers; members of boards of education; organizations representing principals; institutions of higher education; and various groups representing non-public schools. Our intent is to inform all appropriate school-related constituencies, all types of schools, whether public or non-public, and institutions of higher education.

Q. How should those informed respond to the bulletin?

A. School districts, in partnership with local law enforcement officials and first responders, should review their crisis plan, ensure that it is up to date, practice their plan, and make modifications as needed.

Q. What should we tell parents and students?

A. We believe you need to be truthful and open. You need to tell students that there are no imminent threats to U.S. schools but that there is a continued need to be prepared to deal with a wide range of crises that can occur in schools and communities.

Q. Are there any resources available at the federal level to help us with our crisis planning?

A. Yes, there are numerous Web pages, booklets, manuals, clearinghouses, etc. available to help you. A summary of resources is found as an attachment to this document.

Q. What about financial resources? Does ED have any financial resources to assist school districts?

A. ED anticipates conducting another competition in the area of crisis planning in fiscal year 2005. We anticipate that a notice regarding the competition will be issued in a few months.

What the Law Requires of Schools

THE FIELD ACT

(Garrison Act and Riley Act)

Sets building code standards for construction and remodeling of public schools and assigns the responsibility for assuring building code compliance to the Division of the State Architect.

THE KATZ ACT

Requires schools to establish an earthquake emergency system:

- Develop a disaster plan
- Conduct periodic drop and cover drills, evacuation procedures and emergency response actions—once each quarter in elementary schools and once each semester in secondary schools
- Provide training to students and staff in emergency response procedures
- Be prepared to have your school serve as a possible public shelter
- Take mitigation measures to ensure the safety of students and staff—such as securing equipment and furniture.

PUBLIC EMPLOYEES ARE DISASTER SERVICE WORKERS

California Government Code Section 3100

All school employees are considered disaster service workers when:

- A local emergency has been proclaimed
- A state emergency has been proclaimed

or,

- A federal disaster declaration has been made

NOTE: No public school employee may leave the school site during an emergency until formally released.

- Certificated employees risk losing their teaching credentials
- Classified employees may be charged with a misdemeanor

POST-DISASTER SHELTERS

Schools are required by both federal statute and state regulation to be available for shelters following a disaster.

- The American Red Cross has access to schools to set up shelters
- Local governments have access to schools to set up shelters
- Plan and make arrangements in advance to assure that you are prepared.

Consult *Schools as Shelters: Planning and Management Guidelines for Districts & Sites* (ordering information is available from the Office of Emergency Services)

THE PETRIS BILL
California Government Code Section 8607

Requires schools to respond to disasters using the
Standardized Emergency Management System (SEMS) by December 1996

- ICS - (Incident Command System) organizing response efforts into five basic functions: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration
- EOC - (Emergency Operations Center) setting up a central area of control using the five basic functions
- Coordinate all efforts with the operational area (county) EOC, city EOC and county office of education EOC
- Incorporation of SEMS into all school plans, training and drills
- Documentation of the use of SEMS during an actual emergency

HOMELAND SECURITY PRESIDENTIAL DIRECTIVE HSPD-5
February 28, 2003

On February 28, 2003, President George W. Bush issued Homeland Security Presidential Directive 5 (HSPD-5). HSPD-5 directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS).

HSPD-5 requires Federal departments and agencies to make the adoption of NIMS by state and local organizations a condition for Federal preparedness assistance (grants, contracts and other activities) by Fiscal Year 2005.

Initial compliance deadlines:

- Phase I:** Initial Staff Training by **Oct. 2004**
- Phase II:** Identification of Relevant Plans, Procedures and Policies by **Nov. 2004**
- Phase III:** Modification of Existing Plans, Procedures and Policies by **July 2005**
- Phase IV:** Supporting NIMS Integration Center Standards by **Sept. 2005**

The Language of Emergency Response

Acronyms

ARC	American Red Cross
CP	Command Post
CERT	Community Emergency Response Team
DES	Department of Emergency Services
DHS	Department of Homeland Security
DO	District Office
DPH	Department of Public Health
DSW	Disaster Service Worker
EAS	Emergency Alert System
EOC	Emergency Operations Center
EOP	Emergency Operations Plan
FEMA	Federal Emergency Management Agency
FRS	Family Radio System
HAZMAT	Hazardous Materials
IC	Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
LOG	Logistics
MOU	Memorandum of Understanding
NIMS	National Incident Management System
OASIS	Operational Area Satellite Information System
OES	Office of Emergency Services (California)
OP AREA	Operational Area
OPS	Operations
PA	Public Address
PIO	Public Information Officer
RACES	Radio Amateur Civil Emergency Services
S&R	Search and Rescue
SCAN USA	Secure Cops Alert Network
SEMS	Standardized Emergency Management System
SIT REP	Situation Report
SOP	Standard Operations Procedure
SIT STAT	Situation Status
VOAD	Volunteer Organizations Active in Disasters
VRC	Volunteer Reception Center
WMD	Weapon of Mass Destruction

Glossary

Action Plan	the plan prepared on-site by the Management Team that will guide response to the emergency at hand.
Activate	is the verb used to describe the intention of implementing the emergency plan.
American Red Cross	a national volunteer agency that provides disaster relief.
Command Post	is the physical location where the Management Team and Section Leaders gather to coordinate response activities.
Damage Assessment	the process used to determine the amount and severity of damage caused by a disaster or emergency.
Disaster	a sudden, calamitous event that causes damage, loss, and destruction to people and property.
Disaster Service Worker	refers to any public employee or any unregistered person impressed into service consequent to a state of emergency.
Emergency	a condition of disaster or extreme peril to the safety of persons and property.
Emergency Operations Center	the location from which centralized management is performed during emergency response.
Emergency Operations Plan	the plan that each district has and maintains for responding to disasters and/or school crisis's.
Exercise	a simulated emergency situation designed to evaluate an organization or agency's level of preparedness.
Federal Disaster Assistance	refers to the federal government's in-kind and financial assistance provided to disaster victims, the state, or local government agencies through the Federal Disaster Relief Act.
First responder	a collective term used to describe law enforcement, fire, EMS, public works, and public health personnel; those agencies generally first on the scene during emergencies.
Function	the five major components of the Incident Command System: Management/Command, Operations,

	Planning/Intelligence, Logistics, and Finance/Administration.
Hazard	any source of danger or element of risk to people, property, or the environment.
Hazard Mitigation	any measure taken that attempts to eliminate or reduce the potential for damage or injury from a disaster.
Incident	an occurrence or event, natural or man-made, that requires action by emergency personnel.
Incident Commander	the individual responsible for the overall management and command during an emergency response. In a Unified Command situation, this function may be performed by two or more individuals representing multiple agencies.
Incident Command System	the national standard for on-scene emergency management.
Management by Objectives	a top-down management activity that involves a three-step approach to problem-solving: establishing the objectives, selecting the appropriate strategy (ies) to achieve those objectives, and providing the direction of or assignments associated with the selected strategy.
Mass Care Facility	a location where food, lodging, clothing, first aid, welfare inquiry, and social services are available to victims of disaster.
Media	refers to any/all of the means of disseminating information and instructions to the public: radio, television, and newspapers.
Memorandum of Understanding	a pre-existing agreement between agencies to render support (personnel, equipment or facilities) during times of emergency.
Mitigation	the pre-event actions taken to lessen the effects and impact of a disaster.
Operational Area	an intermediate level of the state emergency organization, consisting of a county and all of the political subdivisions/special districts within its boundaries.

Preparedness	refers to the entire spectrum of planning and training that ensures emergency readiness
Recovery	those activities associated with “getting back to business” after an emergency; the long-term plan.
Response	those activities undertaken to address the immediate short-term effects of an emergency or disaster. Response activities include actions taken to save lives, protect property and meet basic human needs.
Section	within ICS, the organizational level with responsibility for a major functional area of incident response: Management/Command, Operations, Planning/Intelligence, Logistics, Finance/Administration.
Section Chief	the ICS title given to those individuals responsible for the command of a functional section.
Triage	a process of rapidly classifying patients on the basis of urgency of treatment.
Threats	those situations or circumstances that are likely to occur within, or affect, the Operational Area.

June 30, 2022



Mendocino County Employees' Retirement Association

**Investment Measurement Service
Quarterly Review**

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Table of Contents

June 30, 2022

Active Management Overview

Foreword	2
Domestic Equity Overview	3
International Equity Overview	4
Domestic Fixed-Income Overview	5

Asset Allocation and Performance

Foreword	7
Actual vs. Target Asset Allocation	8
Investment Manager Returns	10
Quarterly Total Fund Attribution	16
Total Fund Ranking	21
Total Fund vs. Callan Public Fund Sponsor Database	22

Domestic Equity

Domestic Equity Composite	26
Vanguard S&P 500 Index	30
Fidelity Low Priced Stock	33
Janus Enterprise	36
Prudential Small Cap Value	39
AB US Small Growth	42

International Equity

International Equity Composite	46
EuroPacific	51
Harbor International	55
Oakmark International	59
Mondrian International	63
T. Rowe Price Intl Small Cap	67
NinetyOne	71

Domestic Fixed Income

Domestic Fixed Income Composite	76
Dodge & Cox Income	79
PIMCO	82

Infrastructure

IFM Global Infrastructure	86
JP Morgan Infrastructure	87

Table of Contents

June 30, 2022

Real Estate

Real Estate Composite	89
RREEF Private	90
Barings Core Property Fund	91

Capital Markets Review	92
-------------------------------	-----------

Callan Research/Education	108
----------------------------------	------------

Definitions

General definitions	112
---------------------	-----

Disclosures	118
--------------------	------------

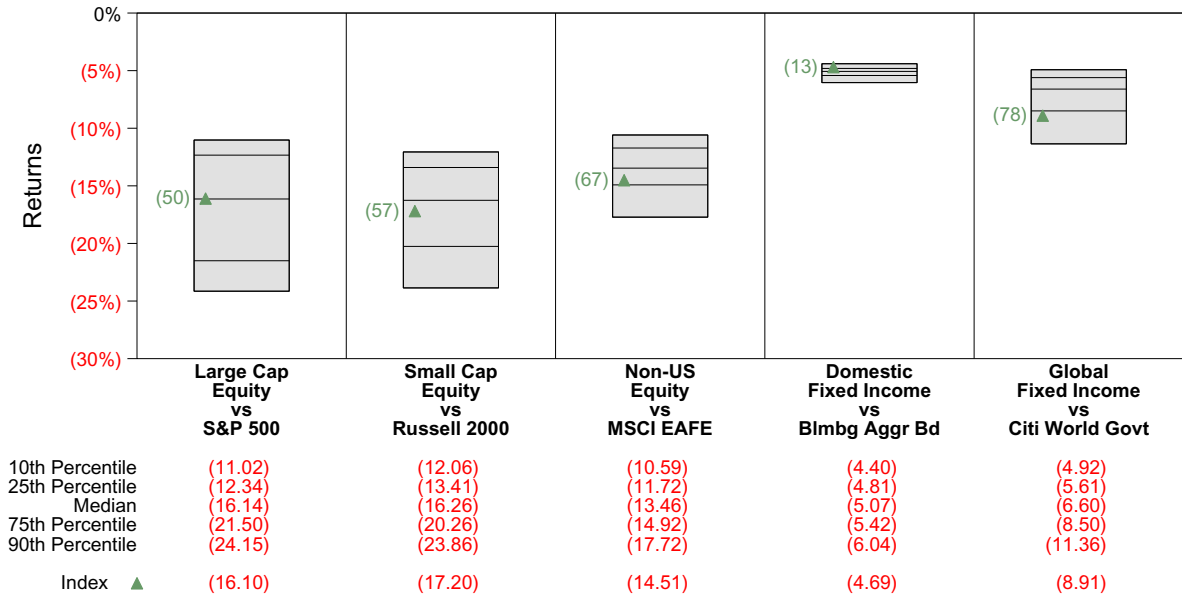
Market Overview

Active Management vs Index Returns

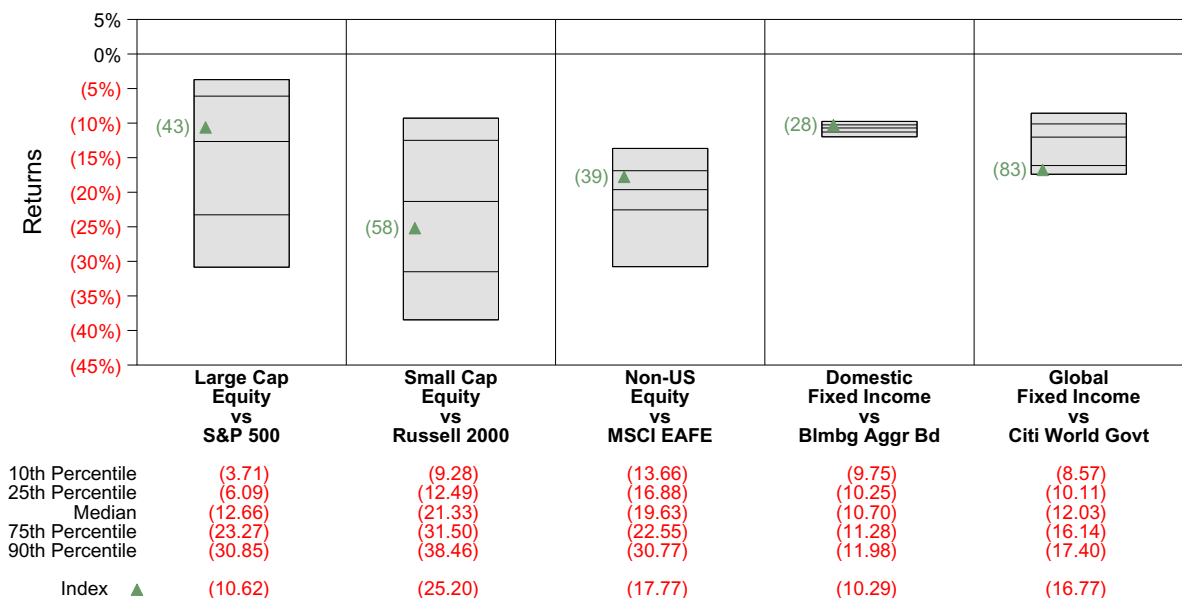
Market Overview

The charts below illustrate the range of returns across managers in Callan's Mutual Fund database over the most recent one quarter and one year time periods. The database is broken down by asset class to illustrate the difference in returns across those asset classes. An appropriate index is also shown for each asset class for comparison purposes. As an example, the first bar in the upper chart illustrates the range of returns for domestic equity managers over the last quarter. The triangle represents the S&P 500 return. The number next to the triangle represents the ranking of the S&P 500 in the Large Cap Equity manager database.

Range of Mutual Fund Returns by Asset Class One Quarter Ended June 30, 2022



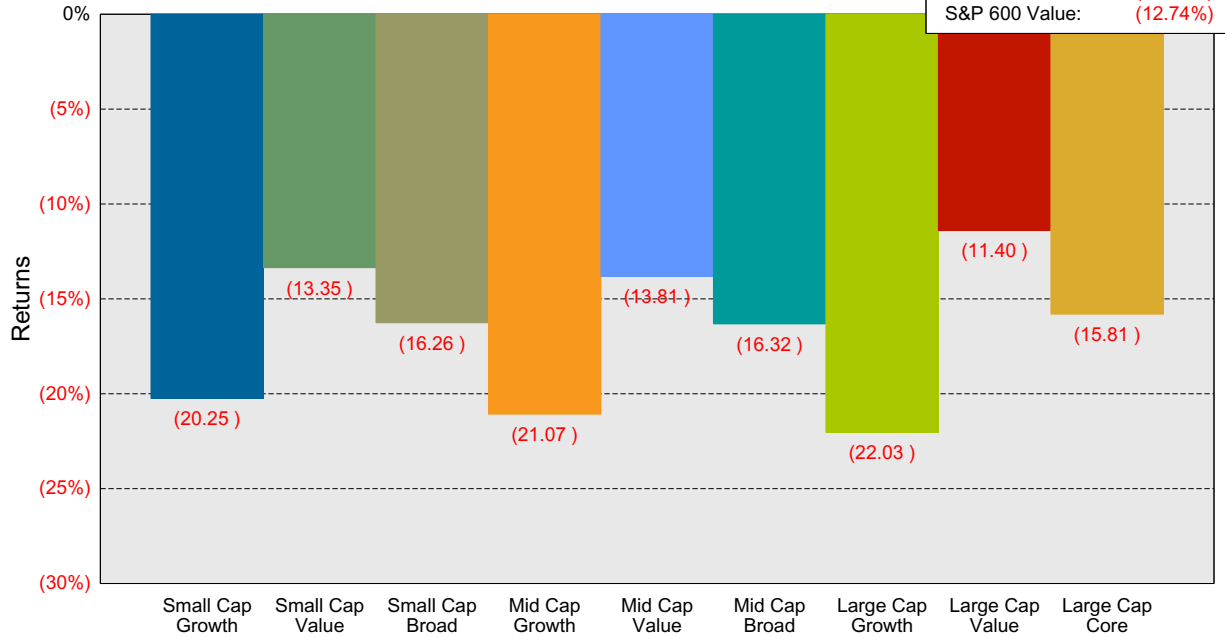
Range of Mutual Fund Returns by Asset Class One Year Ended June 30, 2022



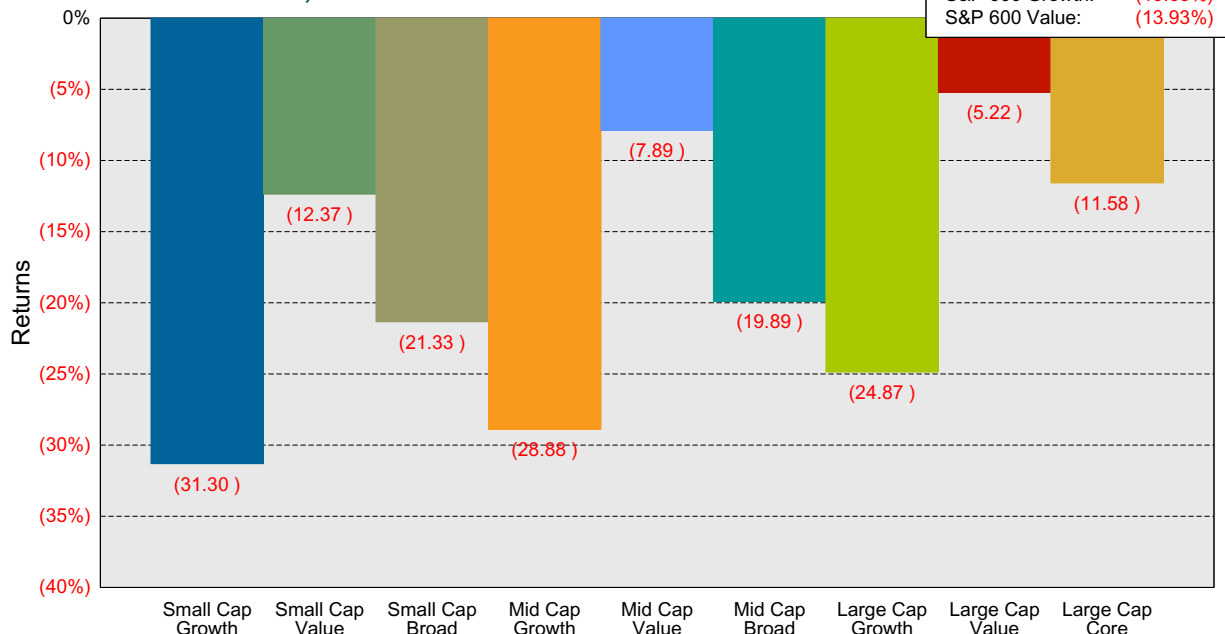
Domestic Equity Active Management Overview

The S&P 500 Index sank 16.1% in 2Q on concerns over rising rates and a slowing economy; the Index is down 20.0% YTD. All sectors posted negative returns, but the worst were Consumer Discretionary (-26%), Communication Services (-21%), and Technology (-20%). Energy, Utilities, and Consumer Staples each lost roughly 5%. Of note, Energy is the only sector to have a positive YTD return (+32%) while most others have negative double-digit results. Value outperformed growth by a substantial margin (Russell 1000 Value: -12.2%; Russell 1000 Growth: -20.9%) and the YTD differential is more than 15 percentage points.

**Mutual Fund Style Group Median Returns
for Quarter Ended June 30, 2022**



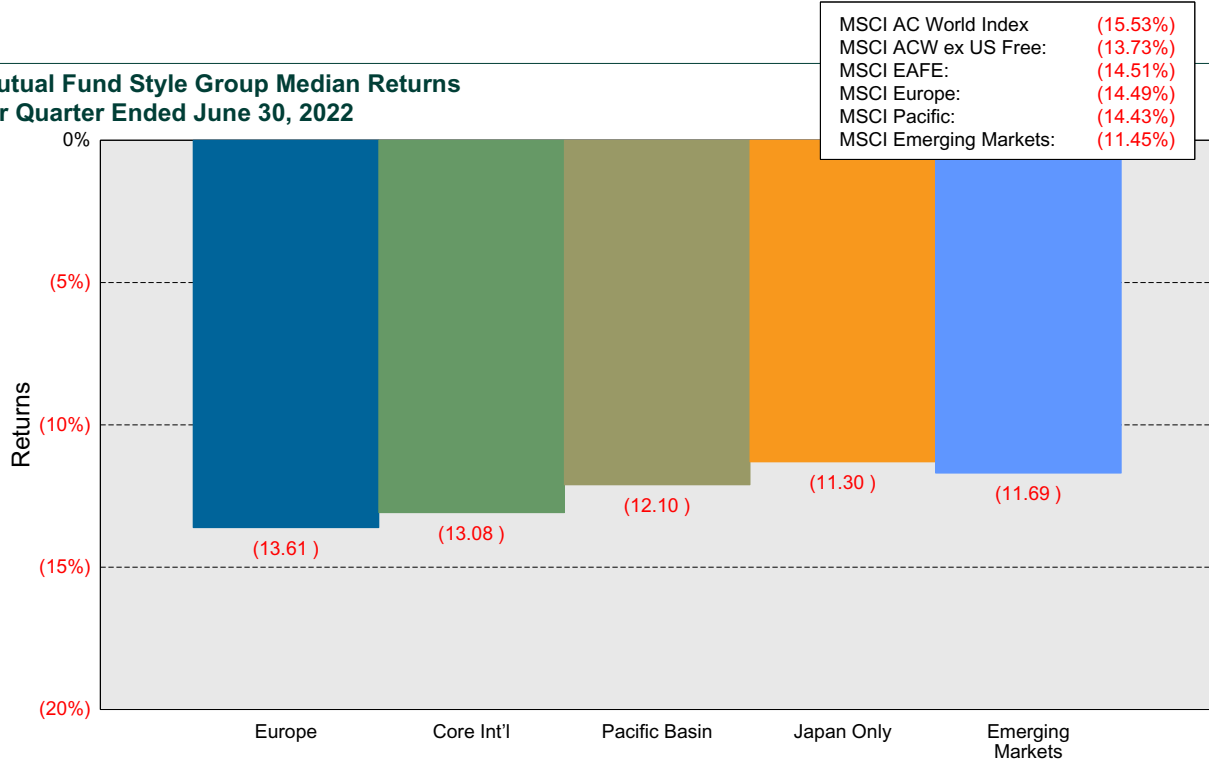
**Mutual Fund Style Group Median Returns
for One Year Ended June 30, 2022**



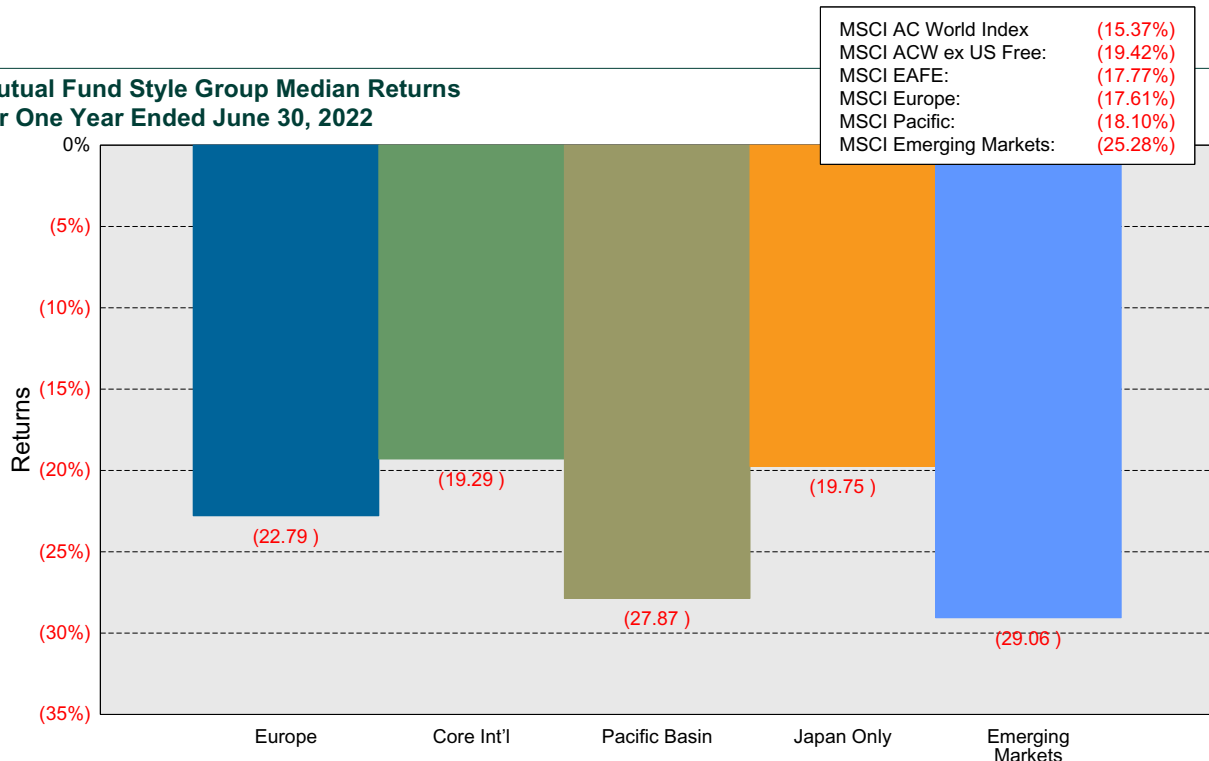
International Equity Active Management Overview

The MSCI ACWI ex USA Index sank 13.7% (Local: -8.3%), bringing its YTD loss to 18.4% (Local: -11.9%). The U.S. dollar continued to strengthen, benefiting from its safe haven status as well as attractive interest rates relative to other developed markets. The yen lost 11% versus the greenback, the euro 6%, and the British pound 8%. Across developed market countries, losses were broad-based, with nearly all posting double-digit declines. As in the U.S., Value (MSCI ACWI ex USA Value: -11.9%) outperformed Growth (MSCI ACWI ex USA Growth: -15.7%). Technology (MSCI ACWI ex USA Technology: -23%) fared the worst with Energy (MSCI ACWI ex USA Energy: -5%) being the relative outperformer.

Mutual Fund Style Group Median Returns for Quarter Ended June 30, 2022



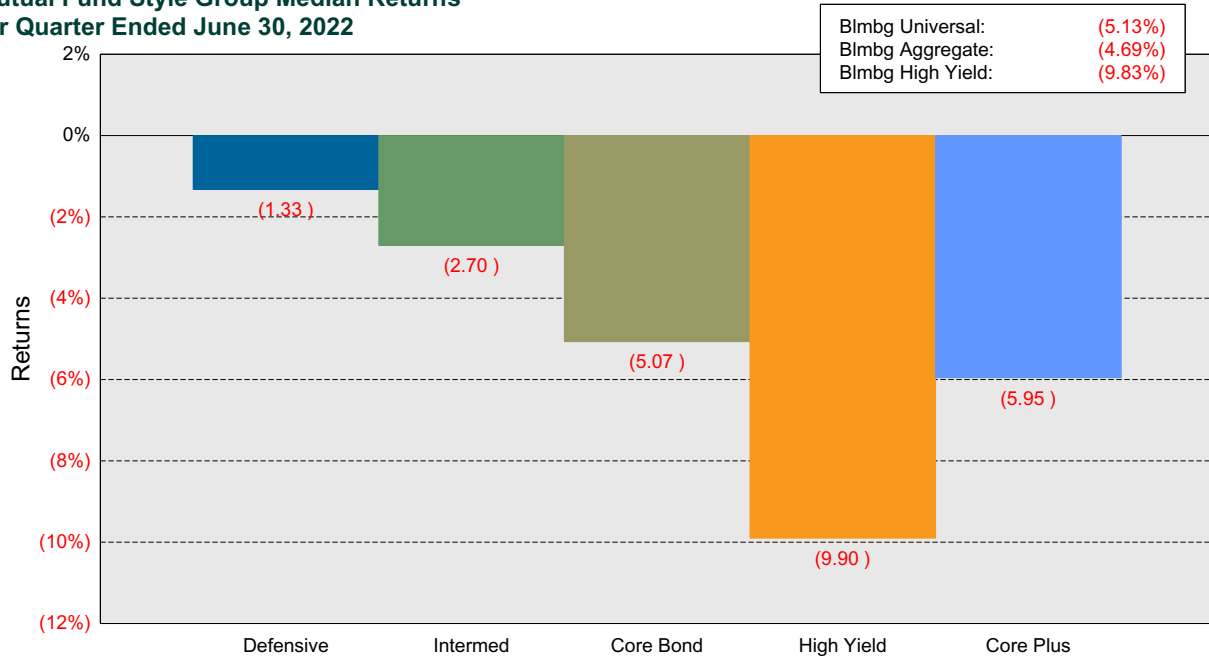
Mutual Fund Style Group Median Returns for One Year Ended June 30, 2022



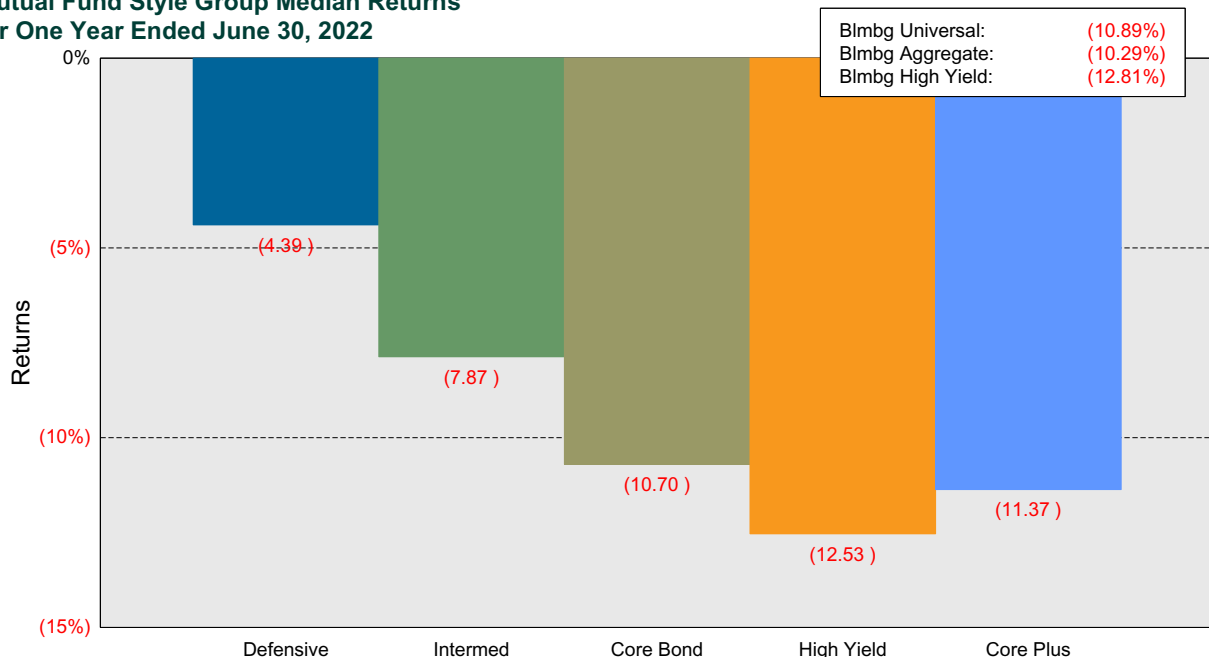
Domestic Fixed Income Active Management Overview

The Bloomberg US Aggregate Bond Index fell 4.7% in 2Q as rates rose sharply and spreads widened. Mortgages and corporates underperformed U.S. Treasuries, and the yield-to-worst of the Aggregate Index climbed to 3.7%. High yield corporates (Bloomberg High Yield: -9.8%) underperformed investment grade, and the Index is down 14.2% YTD. Rates were volatile during the quarter; the 10-year U.S. Treasury hit an intra-quarter high of 3.49% in June, the highest since 2011, before closing the quarter at 2.98%. TIPS (Bloomberg TIPS: -6.1%; -8.9% YTD) sharply underperformed nominal U.S. Treasuries for the quarter as longer-term inflation expectations declined.

Mutual Fund Style Group Median Returns for Quarter Ended June 30, 2022



Mutual Fund Style Group Median Returns for One Year Ended June 30, 2022



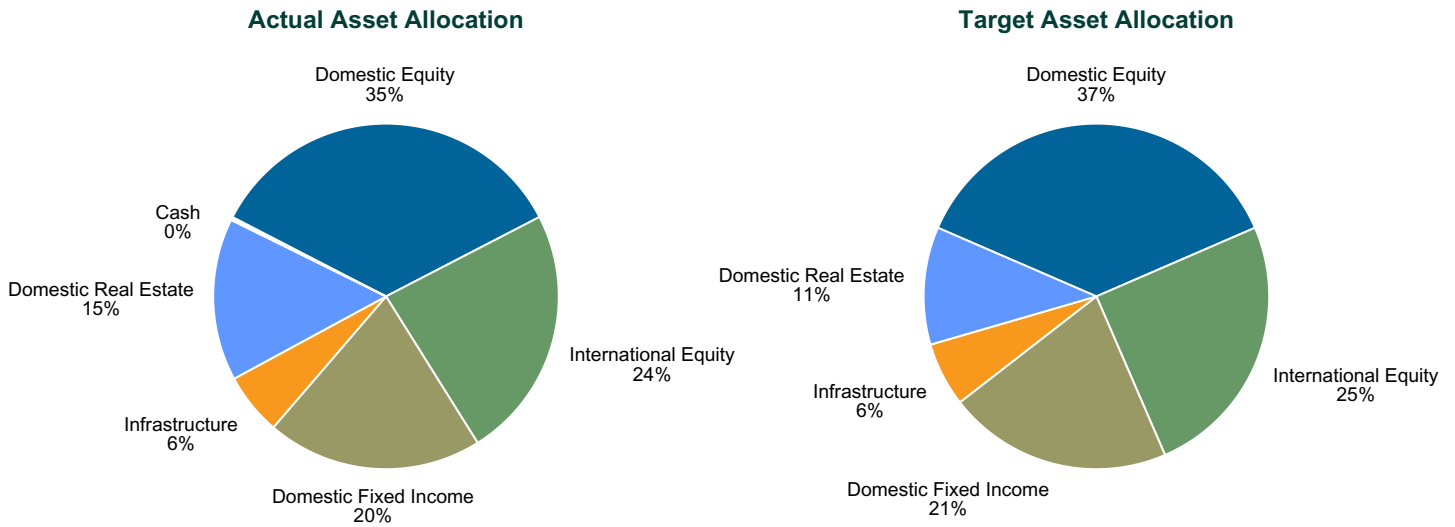
ASSET ALLOCATION AND PERFORMANCE

Asset Allocation and Performance

This section begins with an overview of the fund's asset allocation at the broad asset class level. This is followed by a top down performance attribution analysis which analyzes the fund's performance relative to the performance of the fund's policy target asset allocation. The fund's historical performance is then examined relative to funds with similar objectives. Performance of each asset class is then shown relative to the asset class performance of other funds. Finally, a summary is presented of the holdings of the fund's investment managers, and the returns of those managers over various recent periods.

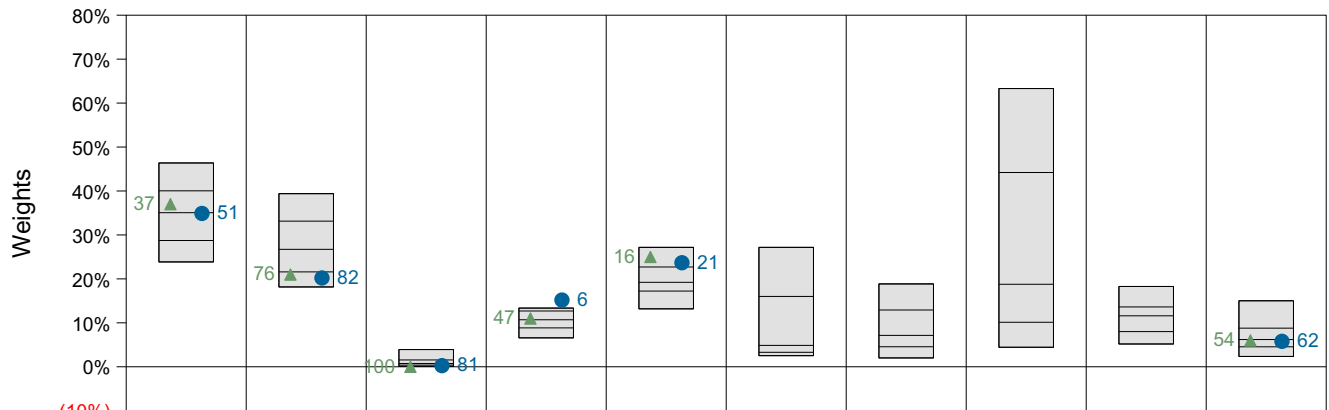
Actual vs Target Asset Allocation As of June 30, 2022

The top left chart shows the Fund's asset allocation as of June 30, 2022. The top right chart shows the Fund's target asset allocation as outlined in the investment policy statement. The bottom chart ranks the fund's asset allocation and the target allocation versus the Callan Public Fund Sponsor Database.



Asset Class	\$000s Actual	Weight Actual	Target	Percent Difference	\$000s Difference
Domestic Equity	217,044	34.9%	37.0%	(2.1%)	(13,103)
International Equity	147,244	23.7%	25.0%	(1.3%)	(8,261)
Domestic Fixed Income	125,693	20.2%	21.0%	(0.8%)	(4,931)
Infrastructure	36,025	5.8%	6.0%	(0.2%)	(1,296)
Domestic Real Estate	94,426	15.2%	11.0%	4.2%	26,004
Cash	1,586	0.3%	0.0%	0.3%	1,586
Total	622,018	100.0%	100.0%		

Asset Class Weights vs Callan Public Fund Sponsor Database



	Domestic Equity	Domestic Fixed Income	Cash	Domestic Real Estate	International Equity	Intl Fixed-Inc	Alternative	Global Equity Broad	Private Equity	Real Assets
10th Percentile	46.38	39.39	3.92	13.36	27.17	27.17	18.85	63.31	18.27	15.02
25th Percentile	40.04	33.14	1.55	12.69	22.70	16.01	12.92	44.20	13.62	8.79
Median	35.06	26.72	0.75	10.70	19.22	4.87	7.14	18.78	11.60	6.19
75th Percentile	28.73	21.59	0.38	8.85	17.23	3.29	4.56	10.13	8.01	4.55
90th Percentile	23.85	18.16	0.10	6.58	13.18	2.53	2.01	4.44	5.18	2.35
Fund ●	34.89	20.21	0.26	15.18	23.67	-	-	-	-	5.79
Target ▲	37.00	21.00	0.00	11.00	25.00	-	-	-	-	6.00
% Group Invested	98.78%	98.78%	69.51%	71.95%	97.56%	6.10%	41.46%	17.07%	24.39%	24.39%

* Current Quarter Target = 37.0% Russell 3000 Index, 25.0% MSCI ACWI xUS GD, 21.0% Blmbg Aggregate, 11.0% NCREIF NFI-ODCE Eq Wt Net and 6.0% NCREIF NFI-ODCE Eq Wt Net.

Investment Manager Asset Allocation

The table below contrasts the distribution of assets across the Fund's investment managers as of June 30, 2022, with the distribution as of March 31, 2022. The change in asset distribution is broken down into the dollar change due to Net New Investment and the dollar change due to Investment Return.

Asset Distribution Across Investment Managers

	June 30, 2022		Net New Inv.	Inv. Return	March 31, 2022	
	Market Value	Weight			Market Value	Weight
Domestic Equities	\$217,043,999	34.89%	\$3,675,000	\$(40,009,176)	\$253,378,175	36.91%
Large Cap Equities	\$154,011,565	24.76%	\$3,000,000	\$(29,009,394)	\$180,020,959	26.23%
Vanguard S&P 500 Index	154,011,565	24.76%	3,000,000	(29,009,394)	180,020,959	26.23%
Mid Cap Equities	\$32,897,702	5.29%	\$(800,000)	\$(4,851,525)	\$38,549,227	5.62%
Fidelity Low Price Stocks	16,871,376	2.71%	(800,000)	(2,216,906)	19,888,282	2.90%
Janus Enterprise	16,026,326	2.58%	0	(2,634,619)	18,660,945	2.72%
Small Cap Equities	\$30,134,733	4.84%	\$1,475,000	\$(6,148,257)	\$34,807,989	5.07%
Prudential Small Cap Value	15,839,925	2.55%	(1,525,000)	(2,653,232)	20,018,157	2.92%
AB Small Cap Growth	14,294,807	2.30%	3,000,000	(3,495,025)	14,789,832	2.15%
International Equities	\$147,243,715	23.67%	\$1,500,000	\$(21,096,757)	\$166,840,472	24.31%
Europacific	25,949,689	4.17%	1,500,000	(4,191,485)	28,641,174	4.17%
Harbor International	29,625,287	4.76%	0	(4,338,268)	33,963,554	4.95%
Oakmark International	28,195,145	4.53%	0	(3,945,676)	32,140,821	4.68%
Mondrian International	29,325,792	4.71%	0	(3,133,232)	32,459,024	4.73%
T. Rowe Price Intl Small Cap	19,884,625	3.20%	0	(3,376,634)	23,261,260	3.39%
NinetyOne	14,263,178	2.29%	0	(2,111,461)	16,374,639	2.39%
Domestic Fixed Income	\$125,693,089	20.21%	\$(7,675,000)	\$(7,163,265)	\$140,531,354	20.47%
Dodge & Cox Income	62,459,960	10.04%	(4,175,000)	(3,283,113)	69,918,072	10.19%
PIMCO	63,233,129	10.17%	(3,500,000)	(3,880,153)	70,613,282	10.29%
Infrastructure	\$36,025,184	5.79%	\$(163,248)	\$800,742	\$35,387,690	5.16%
IFM Global Infrastructure	17,955,086	2.89%	0	444,938	17,510,148	2.55%
JP Morgan Infrastructure	18,070,098	2.91%	(163,248)	355,804	17,877,542	2.60%
Real Estate	\$94,426,197	15.18%	\$275,470	\$4,051,762	\$90,098,965	13.13%
RREEF Private Fund	47,626,706	7.66%	300,000	2,771,035	44,555,671	6.49%
Barings Core Property Fund	45,049,491	7.24%	0	1,256,197	43,793,294	6.38%
625 Kings Court	1,750,000	0.28%	(24,530)	24,530	1,750,000	0.25%
Cash	\$1,586,284	0.26%	\$1,408,247	\$0	\$178,037	0.03%
Total Fund	\$622,018,468	100.0%	\$(979,531)	\$(63,416,694)	\$686,414,694	100.0%

Investment Manager Returns

The table below details the rates of return for the Fund's investment managers over various time periods ended June 30, 2022. Negative returns are shown in red, positive returns in black. Returns for one year or greater are annualized. The first set of returns for each asset class represents the composite returns for all the fund's accounts for that asset class.

Returns for Periods Ended June 30, 2022

	Last Quarter	Last Year	Last 3 Years	Last 5 Years	Last 7 Years
Domestic Equities	(15.79%)	(12.72%)	10.28%	10.94%	10.21%
Russell 3000 Index	(16.70%)	(13.87%)	9.77%	10.60%	10.43%
Large Cap Equities					
Vanguard S&P 500 Index	(16.10%)	(10.64%)	10.58%	11.29%	11.12%
S&P 500 Index	(16.10%)	(10.62%)	10.60%	11.31%	11.14%
Mid Cap Equities					
Fidelity Low Priced Stock	(11.47%)	(9.87%)	9.73%	8.14%	7.44%
Russell MidCap Value Idx	(14.68%)	(10.00%)	6.70%	6.27%	7.15%
Janus Enterprise (1)	(14.12%)	(14.50%)	6.62%	11.02%	11.22%
Russell MidCap Growth Idx	(21.07%)	(29.57%)	4.25%	8.88%	8.35%
Small Cap Equities					
Prudential Small Cap Value (2)	(13.39%)	(7.97%)	8.90%	4.44%	6.05%
MSCI US Small Cap Value Idx	(13.54%)	(10.66%)	6.93%	5.44%	6.82%
Russell 2000 Value Index	(15.28%)	(16.28%)	6.18%	4.89%	6.40%
AB US Small Growth (3)	(22.70%)	(37.90%)	2.60%	10.20%	8.95%
Russell 2000 Growth Index	(19.25%)	(33.43%)	1.40%	4.80%	4.96%

(1) Switched share class in July 2016.

(2) Switched share class in September 2015.

(3) Switched to a mutual fund in September 2015.

Investment Manager Returns

The table below details the rates of return for the Fund's investment managers over various time periods ended June 30, 2022. Negative returns are shown in red, positive returns in black. Returns for one year or greater are annualized. The first set of returns for each asset class represents the composite returns for all the fund's accounts for that asset class.

Returns for Periods Ended June 30, 2022

	Last 10 Years	Last 15 Years
Domestic Equities	12.80%	8.64%
Russell 3000 Index	12.57%	8.36%
Mid Cap Equities		
Fidelity Low Priced Stock	10.63%	7.58%
Russell MidCap Value Idx	10.62%	6.91%
Janus Enterprise (1)	13.55%	9.73%
Russell MidCap Growth Idx	11.50%	8.21%
Small Cap Equities		
AB US Small Growth (2)	11.70%	9.73%
Russell 2000 Growth Index	9.30%	6.80%

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Investment Manager Returns

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Returns for Periods Ended June 30, 2022

	Last Quarter	Last Year	Last 3 Years	Last 5 Years	Last 7 Years
International Equities	(12.70%)	(23.13%)	1.99%	1.92%	2.43%
MSCI ACWI ex-US Index	(13.54%)	(19.01%)	1.81%	2.98%	3.40%
EuroPacific	(14.65%)	(27.68%)	1.49%	3.10%	3.67%
Harbor International (1)	(12.77%)	(19.39%)	2.18%	0.94%	1.26%
Oakmark International (2)	(12.28%)	(22.75%)	1.00%	(0.01%)	1.99%
Mondrian International	(9.84%)	(15.40%)	0.35%	1.20%	1.73%
MSCI EAFE Index	(14.51%)	(17.77%)	1.07%	2.20%	2.70%
MSCI ACWI ex-US Index	(13.54%)	(19.01%)	1.81%	2.98%	3.40%
T. Rowe Price Intl Small Cap	(14.52%)	(31.40%)	4.71%	-	-
MSCI ACWI ex US Small Cap	(17.55%)	(22.45%)	2.94%	2.55%	3.71%
NinetyOne	(13.07%)	(24.77%)	0.98%	2.38%	-
MSCI Emerging Markets Index	(11.45%)	(25.28%)	0.57%	2.18%	2.79%
Domestic Fixed Income	(5.08%)	(10.54%)	(0.21%)	1.37%	1.98%
Blmbg Aggregate Index	(4.69%)	(10.29%)	(0.93%)	0.88%	1.42%
Dodge & Cox Income	(4.70%)	(9.96%)	0.29%	1.72%	2.31%
PIMCO	(5.46%)	(11.11%)	(0.77%)	0.99%	1.62%
Blmbg Aggregate Index	(4.69%)	(10.29%)	(0.93%)	0.88%	1.42%
Infrastructure	2.26%	10.31%	-	-	-
IFM Global Infrastructure	2.54%	-	-	-	-
JP Morgan Infrastructure	1.99%	10.08%	-	-	-
NFI-ODCE Equal Weight Net	4.35%	28.90%	12.28%	10.07%	9.82%
Real Estate	4.48%	27.66%	11.86%	9.93%	9.71%
Real Estate Custom Benchmark (3)(4)	4.35%	28.90%	12.28%	10.07%	9.90%
RREEF Private	6.18%	32.09%	13.29%	10.79%	10.32%
Barings Core Property Fund	2.87%	24.14%	10.04%	8.72%	8.88%
NFI-ODCE Equal Weight Net	4.35%	28.90%	12.28%	10.07%	9.82%
625 Kings Court	1.40%	5.31%	17.39%	15.82%	16.59%
Total Fund	(9.25%)	(9.72%)	7.03%	6.91%	6.77%
Total Fund Benchmark*	(9.81%)	(8.20%)	6.82%	7.15%	7.12%

* Current Quarter Target = 37.0% Russell 3000 Index, 25.0% MSCI ACWI xUS GD, 21.0% Blmbg Aggregate, 11.0% NCREIF NFI-ODCE Eq Wt Net and 6.0% NCREIF NFI-ODCE Eq Wt Net.

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(3) Real Estate Custom Benchmark is 50% NAREIT Composite Index and 50% NFI-ODCE Equal Wt Net through 12/31/2011; 20% NAREIT Composite Index and 80% NFI-ODCE Equal Wt Net through 12/31/2016 and NFI-ODCE Equal Wt Net thereafter.

(4) 3Q benchmark performance has been carried over from 2Q 2020.

Investment Manager Returns

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Returns for Periods Ended June 30, 2022

	Last 10 Years	Last 15 Years
International Equities	4.84%	2.26%
MSCI ACWI ex-US Index	5.31%	1.28%
EuroPacific	6.30%	3.37%
Harbor International (1)	3.81%	1.81%
Oakmark International (2)	6.18%	3.25%
Mondrian International	3.90%	-
MSCI EAFE Index	5.40%	1.42%
MSCI ACWI ex-US Index	5.31%	2.05%
Domestic Fixed Income	2.23%	3.92%
Blmbg Aggregate Index	1.54%	3.26%
Dodge & Cox Income	2.58%	4.26%
PIMCO	1.87%	-
Blmbg Aggregate Index	1.54%	3.26%
Real Estate	10.10%	6.27%
Real Estate Custom Benchmark (3)(4)	10.34%	7.03%
RREEF Private	11.21%	6.61%
Barings Core Property Fund	9.09%	-
NFI-ODCE Equal Weight Net	10.45%	6.09%
625 Kings Court	16.75%	10.33%
Total Fund	8.23%	6.14%
Total Fund Benchmark*	8.19%	5.92%

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	12/2021- 6/2022	2021	2020	2019	2018
Domestic Equities	(20.35%)	27.45%	20.87%	29.71%	(6.04%)
Russell 3000 Index	(21.10%)	25.66%	20.89%	31.02%	(5.24%)
Large Cap Equities					
Vanguard S&P 500 Index	(19.97%)	28.69%	18.39%	31.46%	(4.42%)
S&P 500 Index	(19.96%)	28.71%	18.40%	31.49%	(4.38%)
Mid Cap Equities					
Fidelity Low Priced Stock	(13.51%)	24.52%	9.32%	25.66%	(10.75%)
Russell MidCap Value Idx	(16.23%)	28.34%	4.96%	27.06%	(12.29%)
Janus Enterprise (1)	(20.05%)	17.50%	20.44%	35.40%	(0.81%)
Russell MidCap Growth Idx	(31.00%)	12.73%	35.59%	35.47%	(4.75%)
Small Cap Equities					
Prudential Small Cap Value (2)	(13.74%)	41.79%	(2.96%)	19.09%	(18.82%)
MSCI US Small Cap Value Idx	(14.59%)	30.61%	2.04%	22.29%	(12.94%)
Russell 2000 Value Index	(17.31%)	28.27%	4.63%	22.39%	(12.86%)
AB US Small Growth (3)	(38.79%)	9.72%	54.10%	36.26%	(0.60%)
Russell 2000 Growth Index	(29.45%)	2.83%	34.63%	28.48%	(9.31%)

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Investment Manager Returns

The table below details the rates of return for the Fund's investment managers over various time periods. Negative returns are shown in red, positive returns in black. Returns for one year or greater are annualized. The first set of returns for each asset class represents the composite returns for all the fund's accounts for that asset class.

	12/2021- 6/2022	2021	2020	2019	2018
International Equities	(20.40%)	6.37%	15.49%	23.32%	(17.36%)
MSCI ACWI ex-US Index	(18.15%)	8.29%	11.13%	22.13%	(13.77%)
EuroPacific	(25.10%)	2.84%	25.27%	27.40%	(14.91%)
Harbor International (1)	(19.36%)	9.60%	11.17%	22.63%	(17.89%)
Oakmark International (2)	(19.06%)	8.38%	7.03%	24.23%	(23.51%)
Mondrian International	(11.93%)	6.51%	0.36%	18.48%	(12.71%)
MSCI EAFE Index	(19.57%)	11.26%	7.82%	22.01%	(13.79%)
MSCI ACWI ex-US Index	(18.15%)	8.29%	11.13%	22.13%	(13.77%)
T. Rowe Price Intl Small Cap	(29.77%)	8.25%	38.67%	25.96%	(17.63%)
MSCI ACWI ex US Small Cap	(22.92%)	12.93%	14.24%	22.42%	(18.20%)
NinetyOne	(17.59%)	(0.28%)	16.41%	20.91%	(15.80%)
MSCI Emerging Markets Index	(17.63%)	(2.54%)	18.31%	18.44%	(14.57%)
Domestic Fixed Income	(10.50%)	(0.88%)	9.27%	9.00%	(0.28%)
Blmbg Aggregate Index	(10.35%)	(1.54%)	7.51%	8.72%	0.01%
Dodge & Cox Income	(9.66%)	(0.91%)	9.45%	9.73%	(0.31%)
PIMCO	(11.31%)	(0.84%)	8.88%	8.26%	(0.26%)
Blmbg Aggregate Index	(10.35%)	(1.54%)	7.51%	8.72%	0.01%
Infrastructure	3.93%	-	-	-	-
IFM Global Infrastructure	3.79%	-	-	-	-
JP Morgan Infrastructure	4.08%	-	-	-	-
Real Estate	11.00%	22.04%	0.54%	6.42%	6.90%
Real Estate Custom Benchmark (3)(4)	12.45%	21.88%	0.75%	5.18%	7.30%
RREEF Private	12.72%	23.88%	1.12%	6.26%	7.41%
Barings Core Property Fund	9.59%	18.98%	(0.32%)	6.02%	6.34%
NFI-ODCE Equal Weight Net	12.45%	21.88%	0.75%	5.18%	7.30%
625 Kings Court	2.70%	44.26%	5.27%	20.04%	7.51%
Total Fund	(13.44%)	14.54%	15.70%	20.48%	(6.87%)
Total Fund Benchmark*	(12.71%)	14.32%	14.31%	20.50%	(5.07%)

* Current Quarter Target = 37.0% Russell 3000 Index, 25.0% MSCI ACWI xUS GD, 21.0% Blmbg Aggregate, 11.0% NCREIF NFI-ODCE Eq Wt Net and 6.0% NCREIF NFI-ODCE Eq Wt Net.

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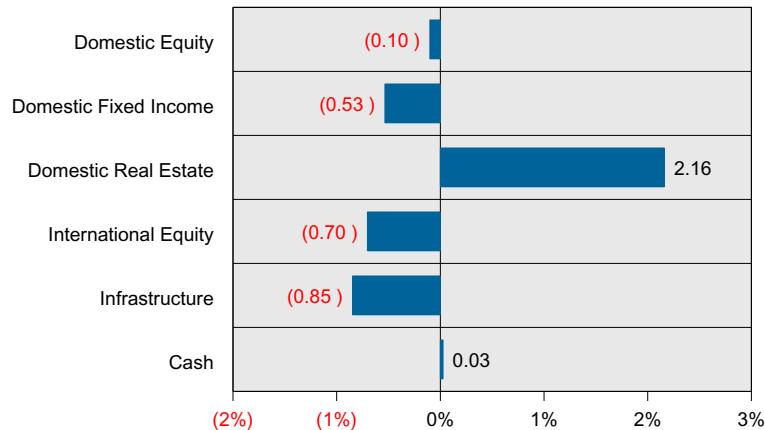
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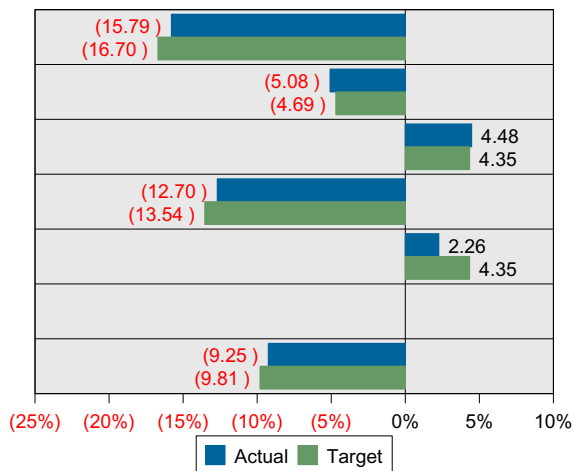
Quarterly Total Fund Relative Attribution - June 30, 2022

The following analysis approaches Total Fund Attribution from the perspective of relative return. Relative return attribution separates and quantifies the sources of total fund excess return relative to its target. This excess return is separated into two relative attribution effects: Asset Allocation Effect and Manager Selection Effect. The Asset Allocation Effect represents the excess return due to the actual total fund asset allocation differing from the target asset allocation. Manager Selection Effect represents the total fund impact of the individual managers excess returns relative to their benchmarks.

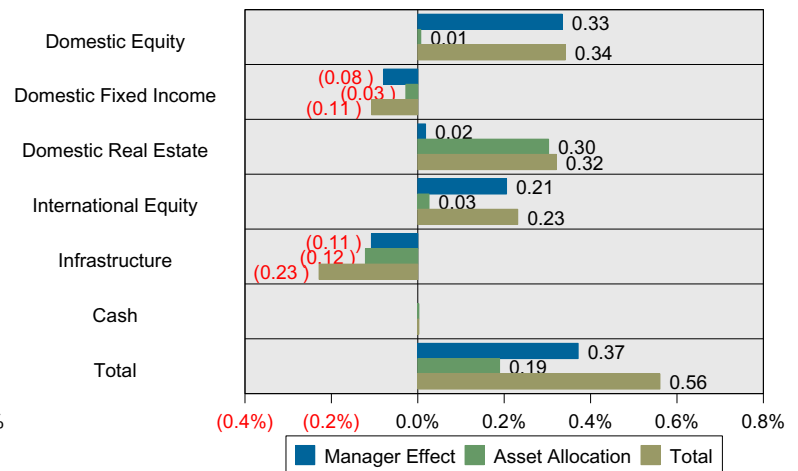
Asset Class Under or Overweighting



Actual vs Target Returns



Relative Attribution by Asset Class



Relative Attribution Effects for Quarter ended June 30, 2022

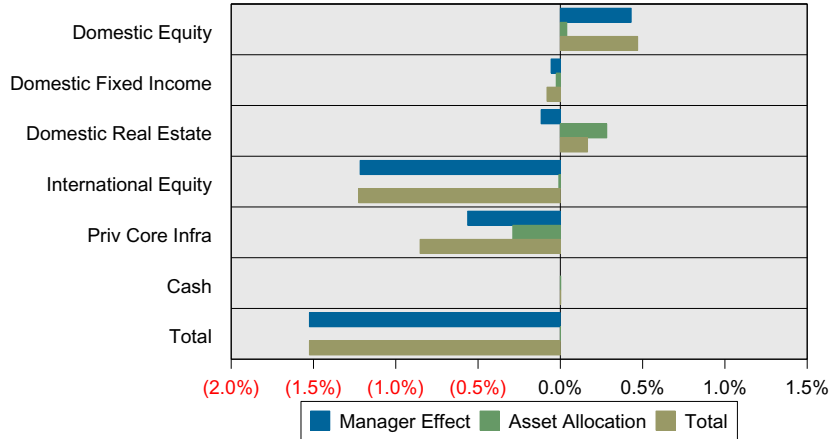
Asset Class	Effective Actual Weight	Effective Target Weight	Actual Return	Target Return	Manager Effect	Asset Allocation	Total Relative Return
Domestic Equity	37%	37%	(15.79%)	(16.70%)	0.33%	0.01%	0.34%
Domestic Fixed Income	20%	21%	(5.08%)	(4.69%)	(0.08%)	(0.03%)	(0.11%)
Domestic Real Estate	13%	11%	4.48%	4.35%	0.02%	0.30%	0.32%
International Equity	24%	25%	(12.70%)	(13.54%)	0.21%	0.03%	0.23%
Infrastructure	5%	6%	2.26%	4.35%	(0.11%)	(0.12%)	(0.23%)
Cash	0%	0%	0.00%	0.00%	0.00%	0.00%	0.00%
Total			(9.25%)	(9.81%)	+ 0.37%	+ 0.19%	0.56%

* Current Quarter Target = 37.0% Russell 3000 Index, 25.0% MSCI ACWI xUS GD, 21.0% Blmbg Aggregate, 11.0% NCREIF NFI-ODCE Eq Wt Net and 6.0% NCREIF NFI-ODCE Eq Wt Net.

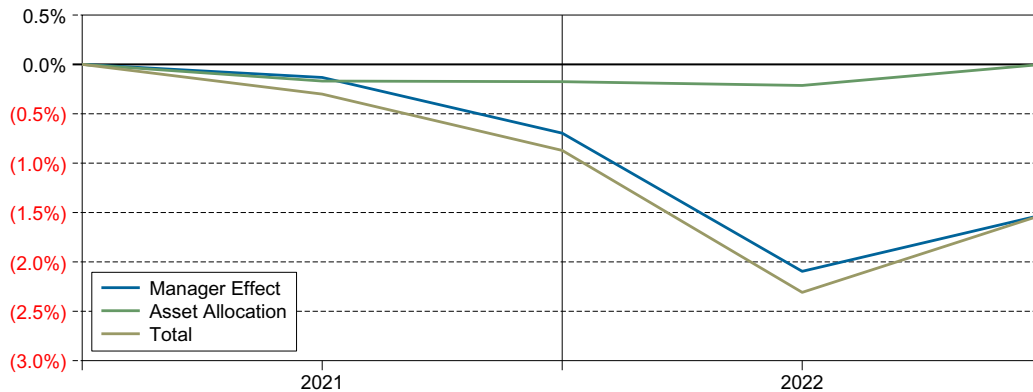
Cumulative Total Fund Relative Attribution - June 30, 2022

The charts below accumulate the Total Fund Attribution Analysis (shown earlier) over multiple periods to examine the cumulative sources of excess total fund performance relative to target. These cumulative results quantify the longer-term sources of total fund excess return relative to target by asset class. These relative attribution effects separate the cumulative sources of total fund excess return into Asset Allocation Effect and Manager Selection Effect.

One Year Relative Attribution Effects



Cumulative Relative Attribution Effects



One Year Relative Attribution Effects

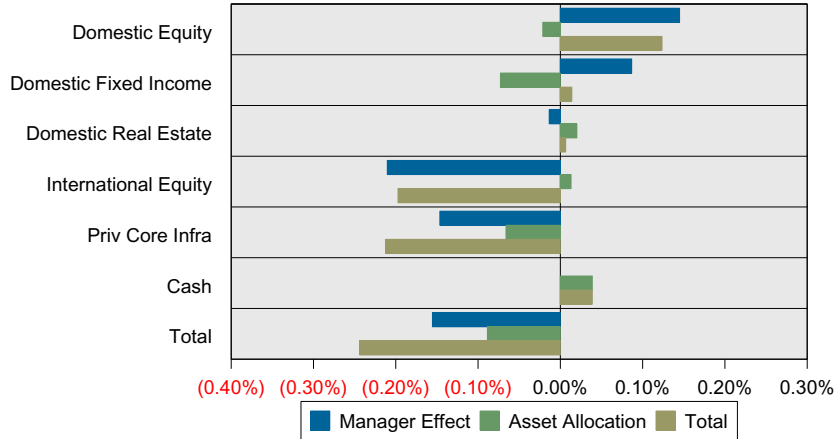
Asset Class	Effective Actual Weight	Effective Target Weight	Actual Return	Target Return	Manager Effect	Asset Allocation	Total Relative Return
Domestic Equity	38%	37%	(12.72%)	(13.87%)	0.43%	0.04%	0.47%
Domestic Fixed Income	21%	21%	(10.54%)	(10.29%)	(0.06%)	(0.02%)	(0.08%)
Domestic Real Estate	11%	11%	27.66%	28.90%	(0.12%)	0.28%	0.17%
International Equity	26%	26%	(23.13%)	(19.01%)	(1.22%)	(0.01%)	(1.23%)
Priv Core Infra	4%	5%	10.31%	28.90%	(0.56%)	(0.29%)	(0.85%)
Cash	0%	0%	0.00%	0.00%	0.00%	0.00%	0.00%
Total			(9.72%)	(8.20%)	(1.52%)	0.00%	(1.52%)

* Current Quarter Target = 37.0% Russell 3000 Index, 25.0% MSCI ACWI xUS GD, 21.0% Blmbg Aggregate, 11.0% NCREIF NFI-ODCE Eq Wt Net and 6.0% NCREIF NFI-ODCE Eq Wt Net.

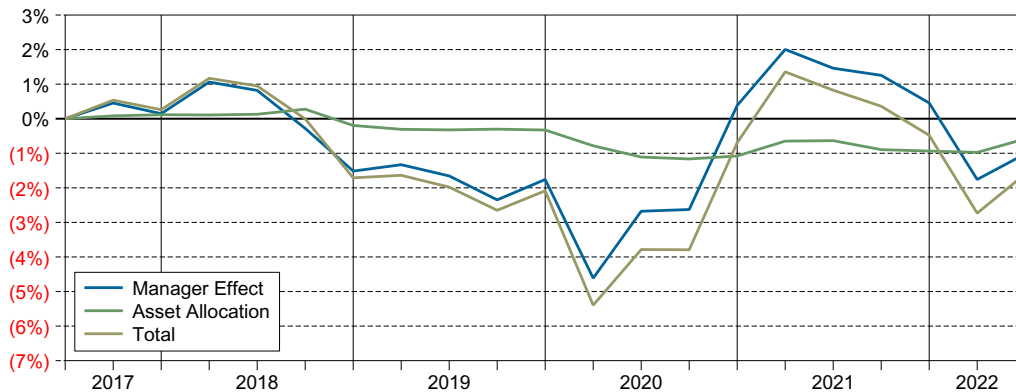
Cumulative Total Fund Relative Attribution - June 30, 2022

The charts below accumulate the Total Fund Attribution Analysis (shown earlier) over multiple periods to examine the cumulative sources of excess total fund performance relative to target. These cumulative results quantify the longer-term sources of total fund excess return relative to target by asset class. These relative attribution effects separate the cumulative sources of total fund excess return into Asset Allocation Effect and Manager Selection Effect.

Five Year Annualized Relative Attribution Effects



Cumulative Relative Attribution Effects



Five Year Annualized Relative Attribution Effects

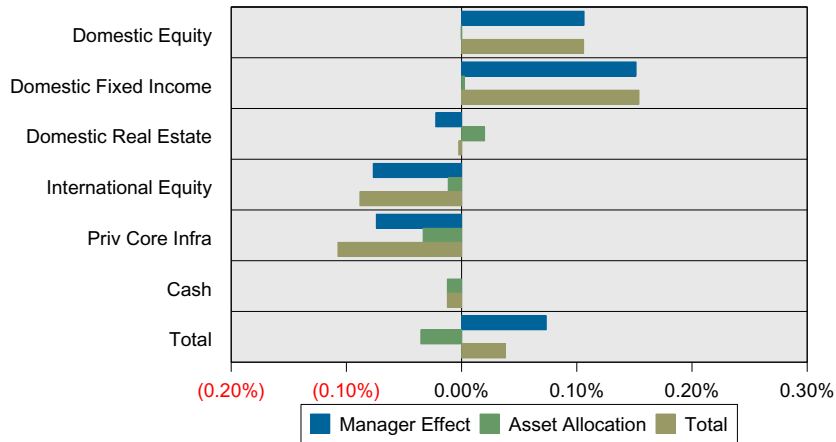
Asset Class	Effective Actual Weight	Effective Target Weight	Actual Return	Target Return	Manager Effect	Asset Allocation	Total Relative Return
Domestic Equity	39%	38%	10.94%	10.60%	0.14%	(0.02%)	0.12%
Domestic Fixed Income	21%	22%	1.37%	0.88%	0.09%	(0.07%)	0.01%
Domestic Real Estate	11%	11%	9.93%	10.07%	(0.01%)	0.02%	0.01%
International Equity	28%	28%	1.92%	2.98%	(0.21%)	0.01%	(0.20%)
Priv Core Infra	1%	1%	-	-	(0.15%)	(0.07%)	(0.21%)
Cash	0%	0%	(0.00%)	(0.00%)	0.00%	0.04%	0.04%
Total			6.91%	7.15%	+ (0.16%)	+ (0.09%)	(0.24%)

* Current Quarter Target = 37.0% Russell 3000 Index, 25.0% MSCI ACWI xUS GD, 21.0% Blmbg Aggregate, 11.0% NCREIF NFI-ODCE Eq Wt Net and 6.0% NCREIF NFI-ODCE Eq Wt Net.

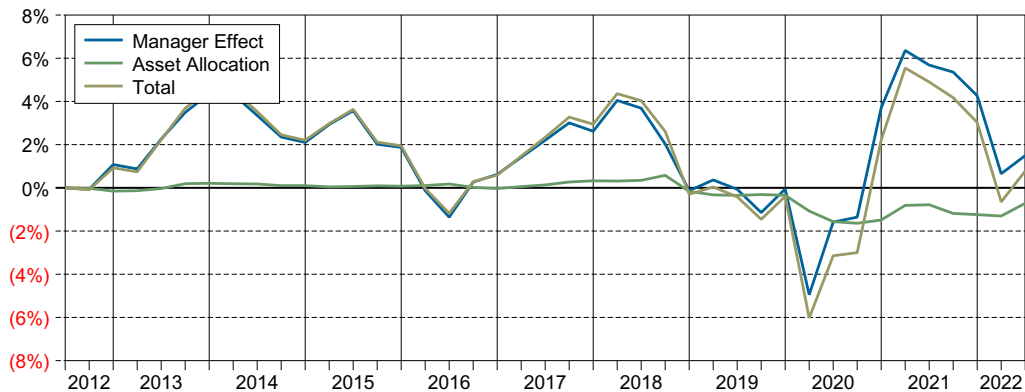
Cumulative Total Fund Relative Attribution - June 30, 2022

The charts below accumulate the Total Fund Attribution Analysis (shown earlier) over multiple periods to examine the cumulative sources of excess total fund performance relative to target. These cumulative results quantify the longer-term sources of total fund excess return relative to target by asset class. These relative attribution effects separate the cumulative sources of total fund excess return into Asset Allocation Effect and Manager Selection Effect.

Ten Year Annualized Relative Attribution Effects



Cumulative Relative Attribution Effects



Ten Year Annualized Relative Attribution Effects

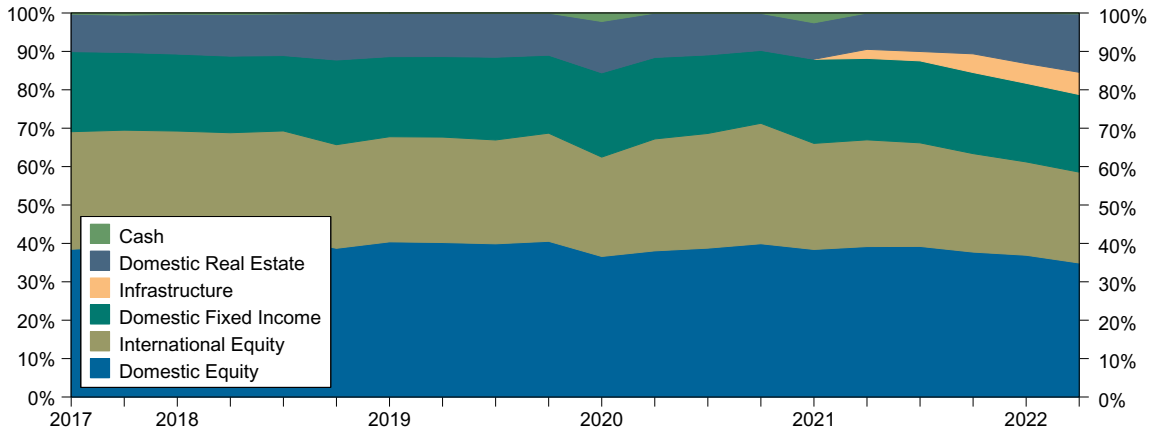
Asset Class	Effective Actual Weight	Effective Target Weight	Actual Return	Target Return	Manager Effect	Asset Allocation	Total Relative Return
Domestic Equity	39%	38%	12.80%	12.57%	0.11%	(0.00%)	0.11%
Domestic Fixed Income	23%	24%	2.23%	1.54%	0.15%	0.00%	0.15%
Domestic Real Estate	10%	10%	10.10%	10.34%	(0.02%)	0.02%	(0.00%)
International Equity	27%	27%	4.84%	5.31%	(0.08%)	(0.01%)	(0.09%)
Priv Core Infra	0%	1%	-	-	(0.07%)	(0.03%)	(0.11%)
Cash	0%	0%	0.00%	0.00%	0.00%	(0.01%)	(0.01%)
Total			8.23%	8.19%	+ 0.07%	+ (0.04%)	0.04%

* Current Quarter Target = 37.0% Russell 3000 Index, 25.0% MSCI ACWI xUS GD, 21.0% Blmbg Aggregate, 11.0% NCREIF NFI-ODCE Eq Wt Net and 6.0% NCREIF NFI-ODCE Eq Wt Net.

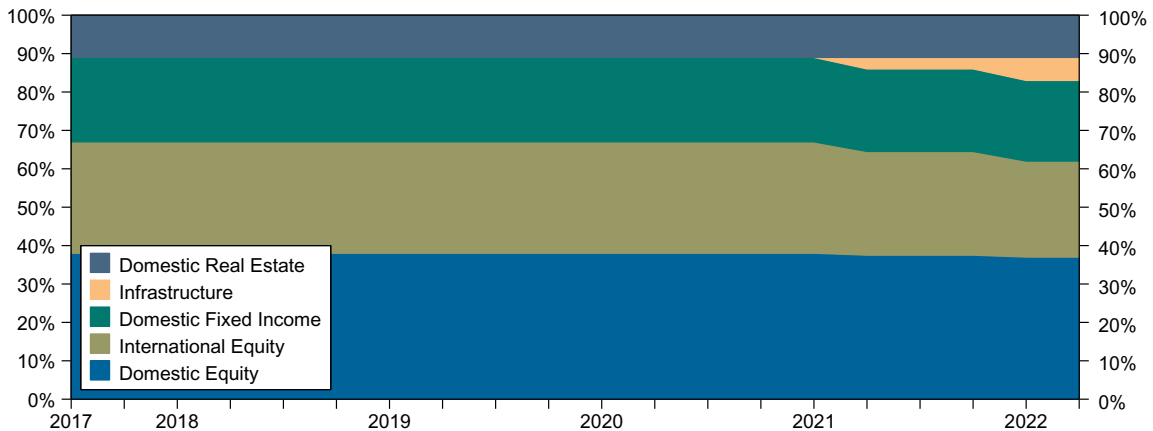
Actual vs Target Historical Asset Allocation

The Historical asset allocation for a fund is by far the largest factor explaining its performance. The charts below show the fund's historical actual asset allocation, the fund's historical target asset allocation, and the historical asset allocation of the average fund in the Callan Public Fund Sponsor Database.

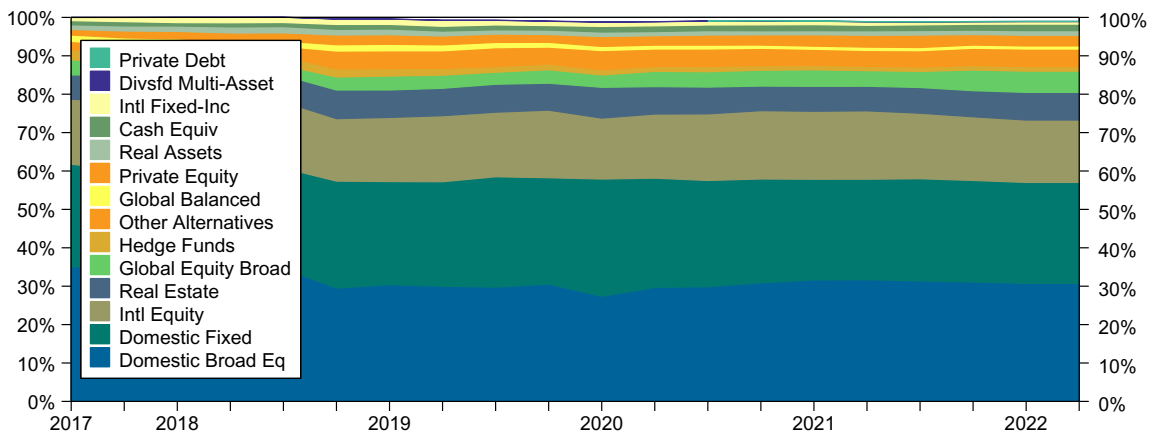
Actual Historical Asset Allocation



Target Historical Asset Allocation



Average Callan Public Fund Sponsor Database Historical Asset Allocation

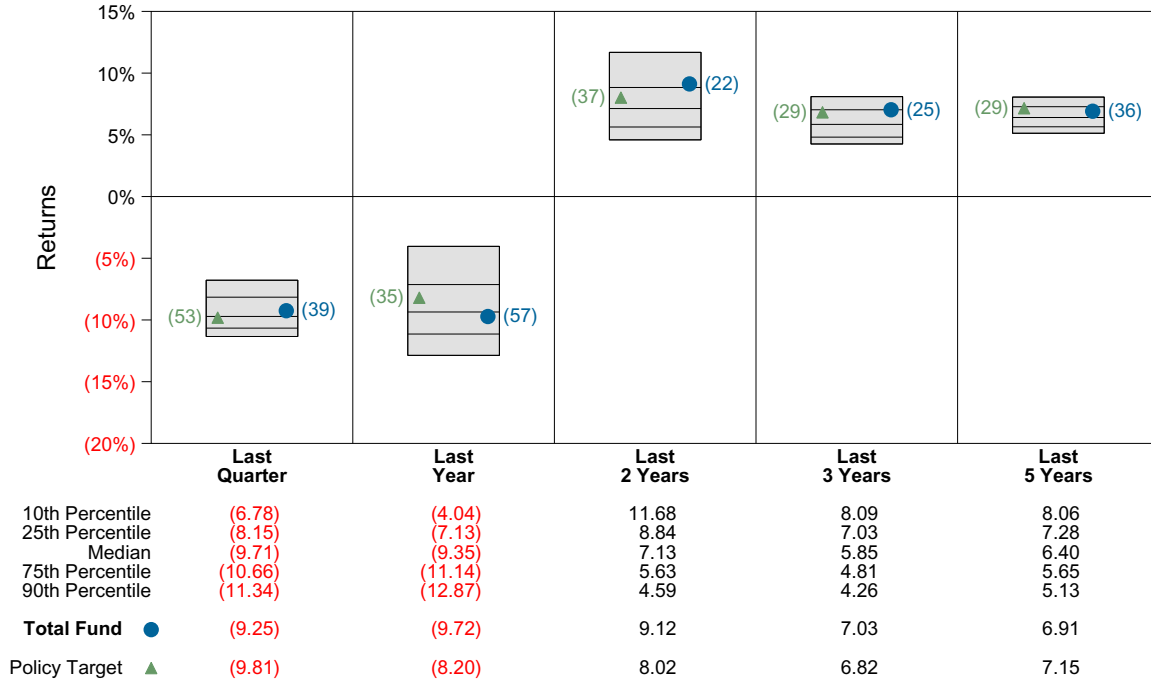


* Current Quarter Target = 37.0% Russell 3000 Index, 25.0% MSCI ACWI xUS GD, 21.0% Blmbg Aggregate, 11.0% NCREIF NFI-ODCE Eq Wt Net and 6.0% NCREIF NFI-ODCE Eq Wt Net.

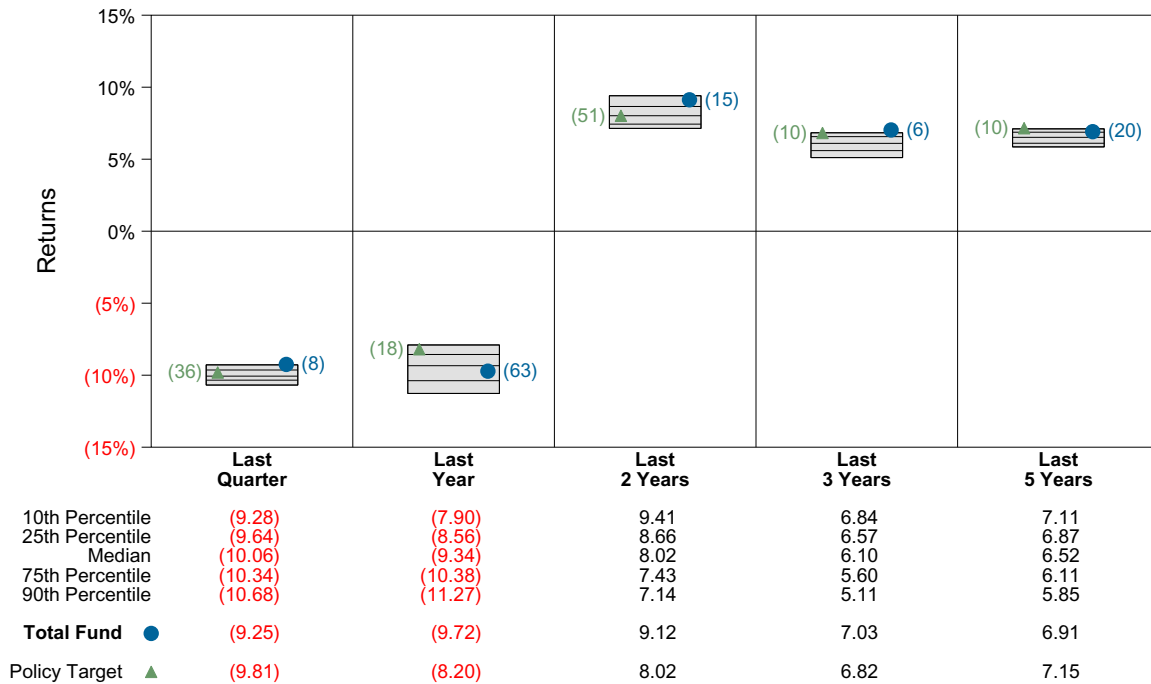
Total Fund Ranking

The first two charts show the ranking of the Total Fund's performance relative to that of the Callan Public Fund Sponsor Database for periods ended June 30, 2022. The first chart is a standard unadjusted ranking. In the second chart each fund in the database is adjusted to have the same historical asset allocation as that of the Total Fund.

Callan Public Fund Sponsor Database



Asset Allocation Adjusted Ranking



* Current Quarter Target = 37.0% Russell 3000 Index, 25.0% MSCI ACWI xUS GD, 21.0% Blmbg Aggregate, 11.0% NCREIF NFI-ODCE Eq Wt Net and 6.0% NCREIF NFI-ODCE Eq Wt Net.

Total Fund

Period Ended June 30, 2022

Investment Philosophy

The Public Fund Sponsor Database consists of public employee pension total funds including both Callan LLC client and surveyed non-client funds.

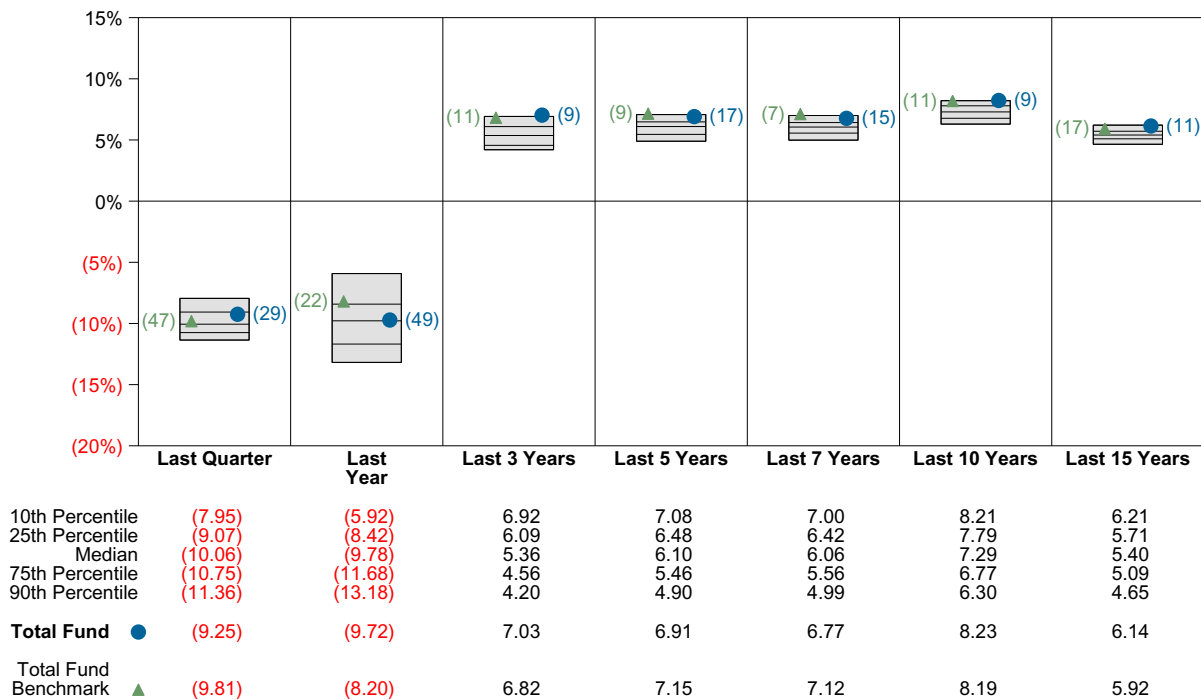
Quarterly Summary and Highlights

- Total Fund's portfolio posted a (9.25)% return for the quarter placing it in the 29 percentile of the Callan Public Fund Sponsor Database group for the quarter and in the 49 percentile for the last year.
- Total Fund's portfolio outperformed the Total Fund Benchmark by 0.56% for the quarter and underperformed the Total Fund Benchmark for the year by 1.52%.

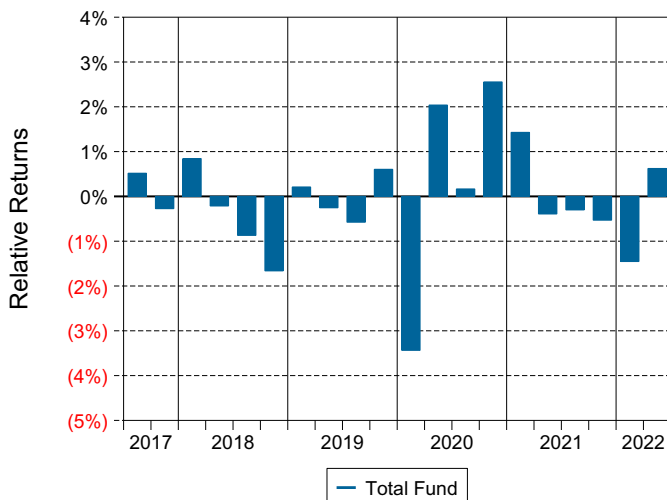
Quarterly Asset Growth

Beginning Market Value	\$686,414,694
Net New Investment	\$-979,531
Investment Gains/(Losses)	\$-63,416,694
Ending Market Value	\$622,018,468

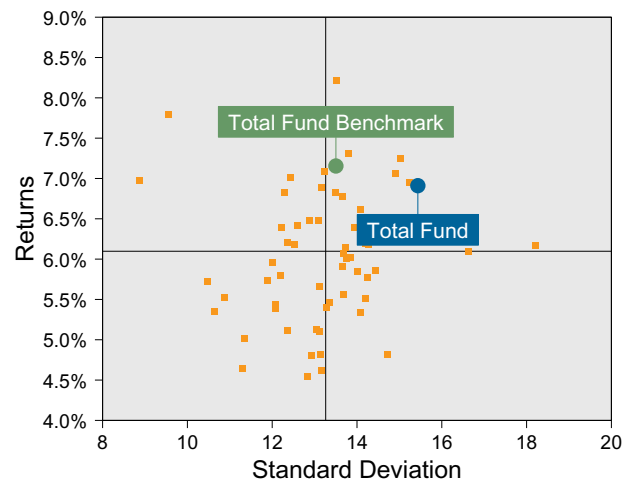
Performance vs Callan Public Fund Sponsor Database (Net)



Relative Return vs Total Fund Benchmark



Callan Public Fund Sponsor Database (Net) Annualized Five Year Risk vs Return

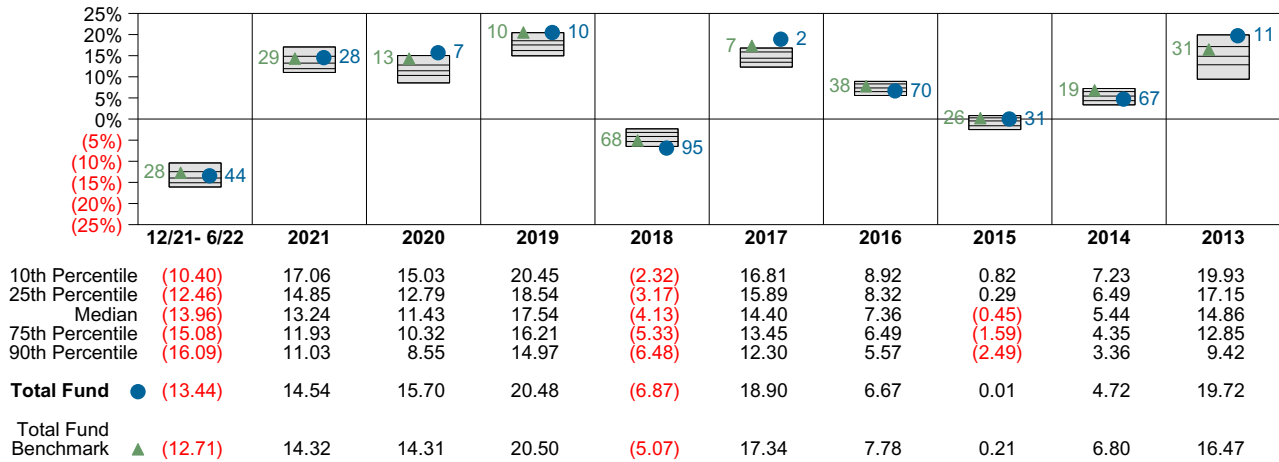


Total Fund Return Analysis Summary

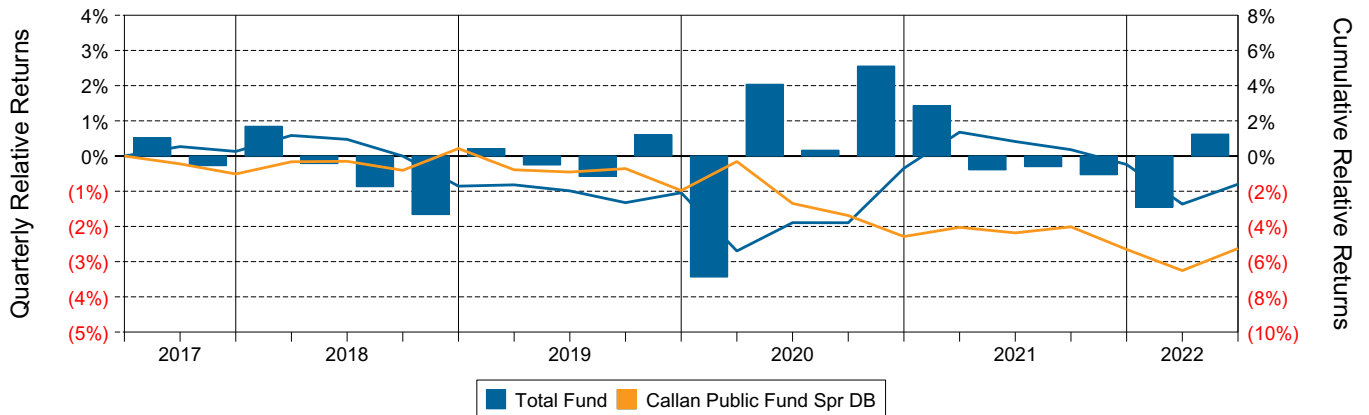
Return Analysis

The graphs below analyze the manager's return on both a risk-adjusted and unadjusted basis. The first chart illustrates the manager's ranking over different periods versus the appropriate style group. The second chart shows the historical quarterly and cumulative manager returns versus the appropriate market benchmark. The last chart illustrates the manager's ranking relative to their style using various risk-adjusted return measures.

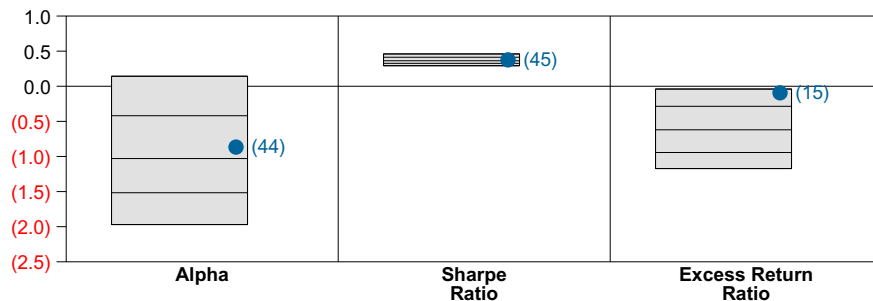
Performance vs Callan Public Fund Sponsor Database (Net)



Cumulative and Quarterly Relative Returns vs Total Fund Benchmark



Risk Adjusted Return Measures vs Total Fund Benchmark Rankings Against Callan Public Fund Sponsor Database (Net) Five Years Ended June 30, 2022

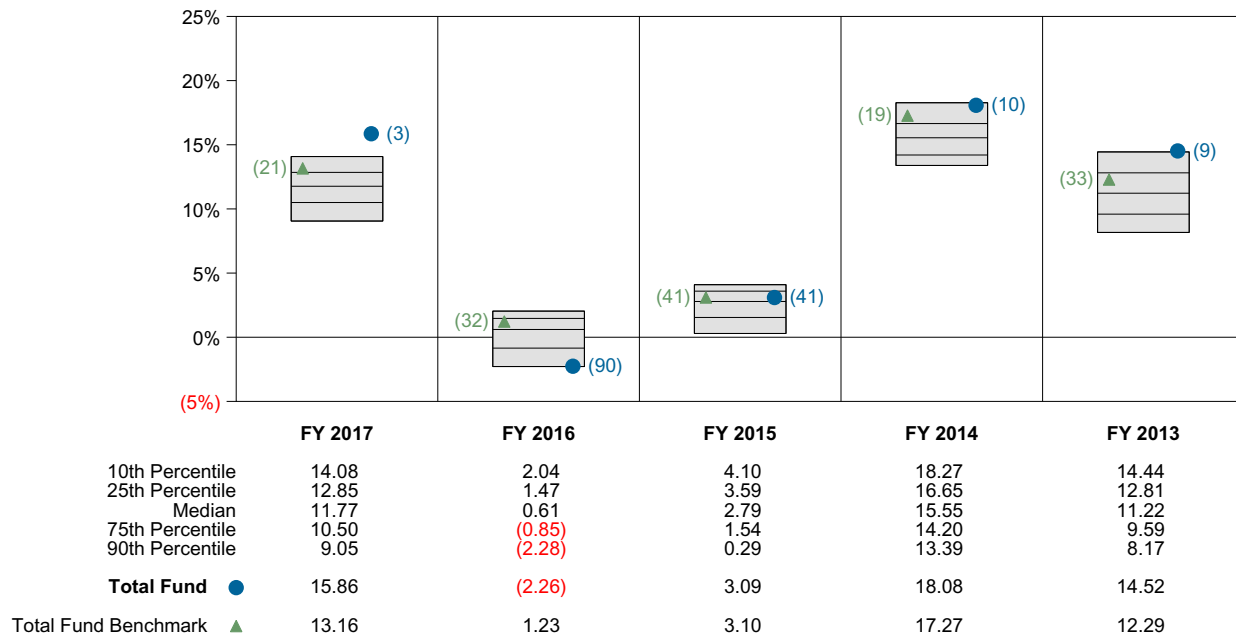
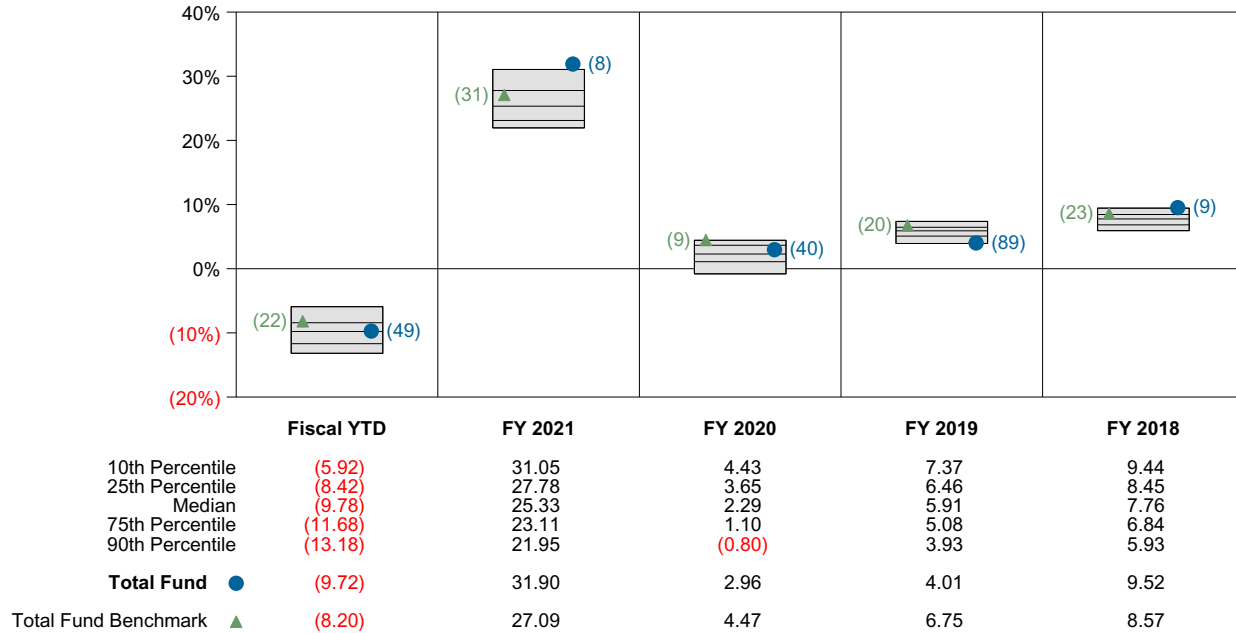


10th Percentile	0.14	0.46	(0.04)
25th Percentile	(0.42)	0.41	(0.29)
Median	(1.03)	0.36	(0.62)
75th Percentile	(1.52)	0.33	(0.94)
90th Percentile	(1.97)	0.29	(1.17)
Total Fund	● (0.87)	0.38	(0.09)

Mendocino County Employees' Retirement Association Performance vs Callan Public Fund Sponsor Database Periods Ended June 30, 2022

Return Ranking

The chart below illustrates fund rankings over various periods versus the Callan Public Fund Sponsor Database. The bars represent the range of returns from the 10th percentile to the 90th percentile for each period for all funds in the Callan Public Fund Sponsor Database. The numbers to the right of the bar represent the percentile rankings of the fund being analyzed. The table below the chart details the rates of return plotted in the graph above.



* Current Quarter Target = 37.0% Russell 3000 Index, 25.0% MSCI ACWI xUS GD, 21.0% Blmbg Aggregate, 11.0% NCREIF NFI-ODCE Eq Wt Net and 6.0% NCREIF NFI-ODCE Eq Wt Net.

Domestic Equity Composite Period Ended June 30, 2022

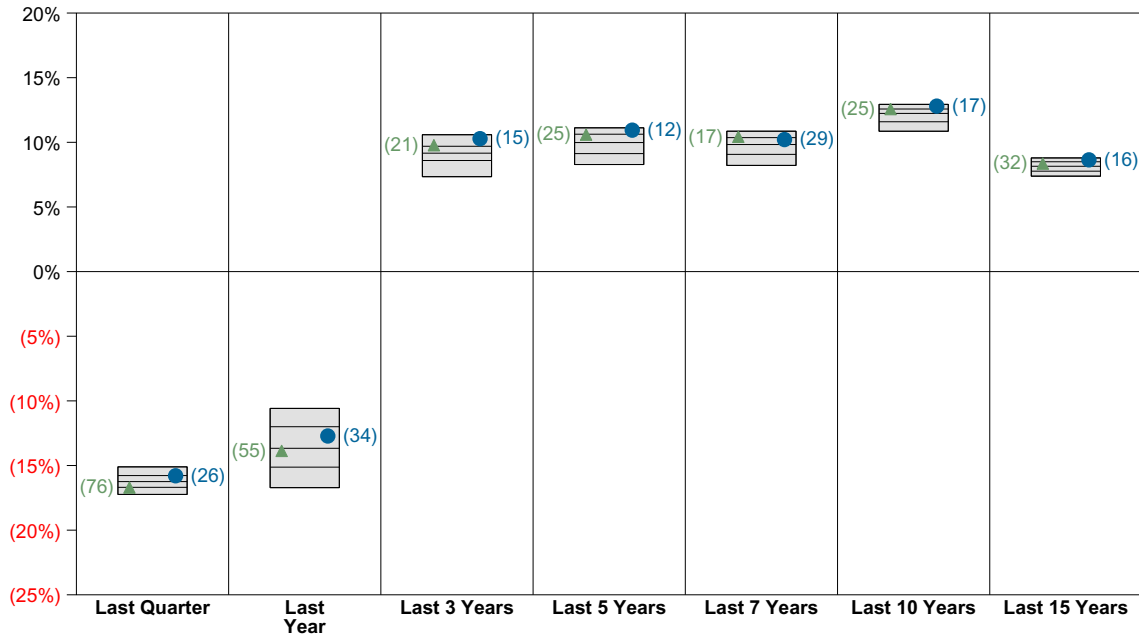
Quarterly Summary and Highlights

- Domestic Equity Composite's portfolio posted a (15.79)% return for the quarter placing it in the 26 percentile of the Public Fund - Domestic Equity group for the quarter and in the 34 percentile for the last year.
- Domestic Equity Composite's portfolio outperformed the Russell 3000 Index by 0.91% for the quarter and outperformed the Russell 3000 Index for the year by 1.15%.

Quarterly Asset Growth

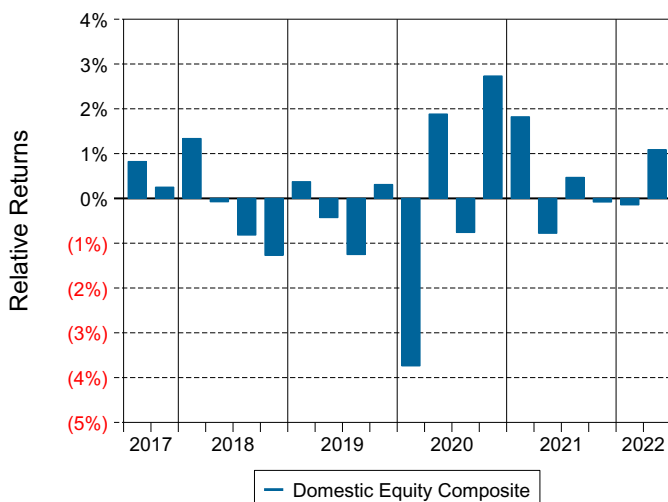
Beginning Market Value	\$253,378,175
Net New Investment	\$3,675,000
Investment Gains/(Losses)	\$-40,009,176
Ending Market Value	\$217,043,999

Performance vs Public Fund - Domestic Equity (Net)

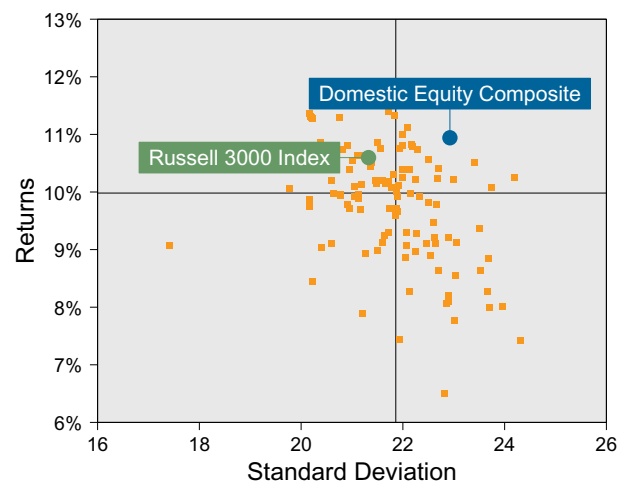


10th Percentile	(15.10)	(10.58)	10.59	11.12	10.86	12.94	8.79
25th Percentile	(15.78)	(12.00)	9.69	10.63	10.36	12.58	8.50
Median	(16.24)	(13.67)	9.16	9.98	9.83	12.24	8.15
75th Percentile	(16.69)	(15.13)	8.59	9.13	9.07	11.59	7.77
90th Percentile	(17.24)	(16.71)	7.34	8.28	8.21	10.86	7.38
Domestic Equity Composite	(15.79)	(12.72)	10.28	10.94	10.21	12.80	8.64
Russell 3000 Index	(16.70)	(13.87)	9.77	10.60	10.43	12.57	8.36

Relative Return vs Russell 3000 Index



Public Fund - Domestic Equity (Net) Annualized Five Year Risk vs Return

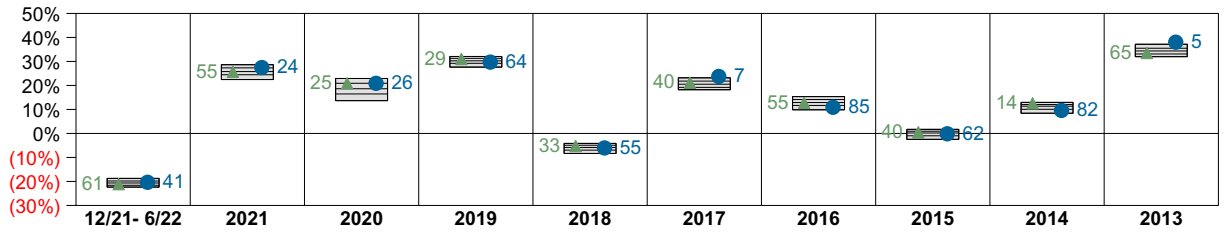


Domestic Equity Composite Return Analysis Summary

Return Analysis

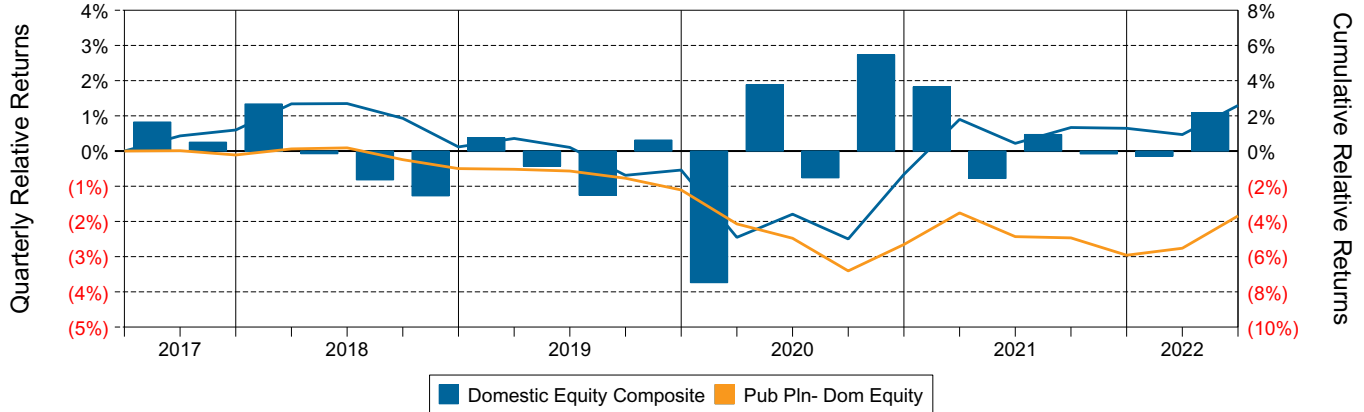
The graphs below analyze the manager's return on both a risk-adjusted and unadjusted basis. The first chart illustrates the manager's ranking over different periods versus the appropriate style group. The second chart shows the historical quarterly and cumulative manager returns versus the appropriate market benchmark. The last chart illustrates the manager's ranking relative to their style using various risk-adjusted return measures.

Performance vs Public Fund - Domestic Equity (Net)

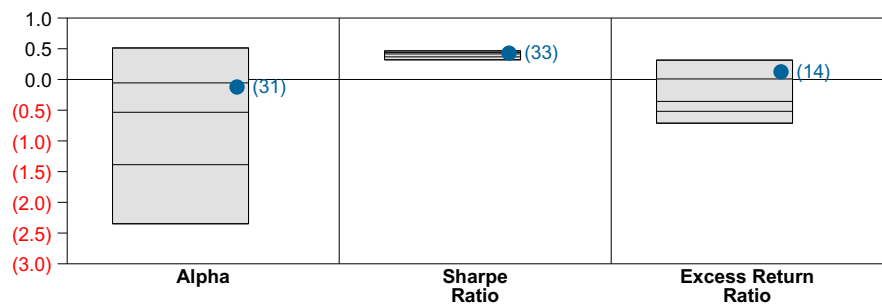


	12/21- 6/22	2021	2020	2019	2018	2017	2016	2015	2014	2013
10th Percentile	(18.74)	28.65	22.90	32.07	(4.16)	23.18	15.35	1.70	12.93	37.16
25th Percentile	(19.81)	27.32	20.90	31.29	(4.93)	21.80	14.12	0.93	12.05	35.50
Median	(20.65)	25.78	18.62	30.26	(5.84)	20.51	12.87	0.18	11.35	34.36
75th Percentile	(21.60)	24.45	16.46	29.23	(6.96)	19.19	11.66	(0.97)	10.06	33.11
90th Percentile	(22.36)	22.46	13.66	27.64	(8.34)	18.21	9.86	(2.46)	8.41	31.99
Domestic Equity Composite	(20.35)	27.45	20.87	29.71	(6.04)	23.74	10.90	(0.15)	9.59	38.02
Russell 3000 Index	(21.10)	25.66	20.89	31.02	(5.24)	21.13	12.74	0.48	12.56	33.55

Cumulative and Quarterly Relative Returns vs Russell 3000 Index



Risk Adjusted Return Measures vs Russell 3000 Index Rankings Against Public Fund - Domestic Equity (Net) Five Years Ended June 30, 2022



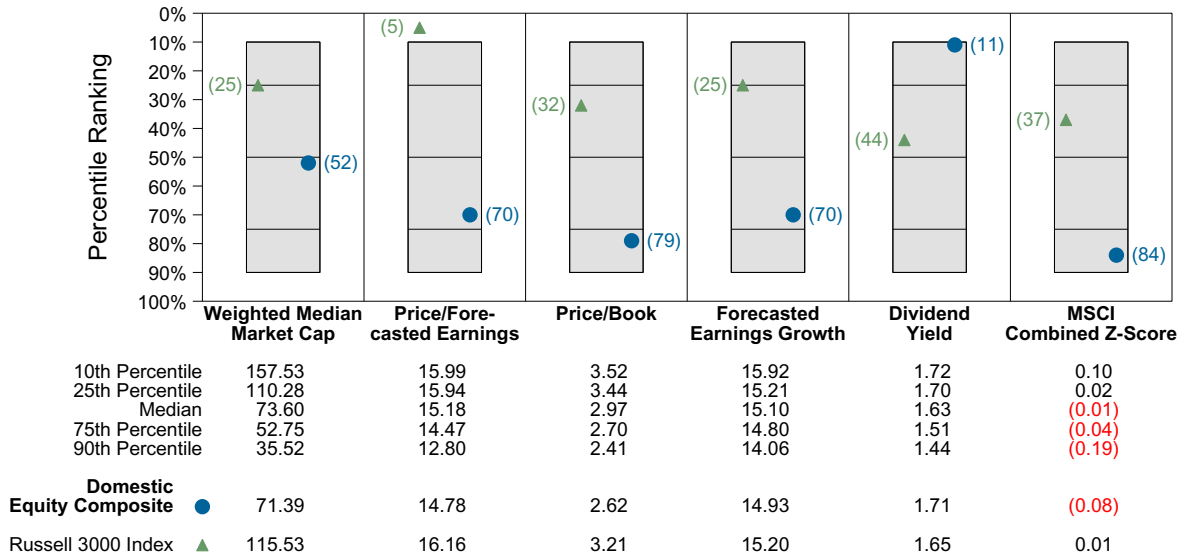
10th Percentile	0.51	0.47	0.32
25th Percentile	(0.06)	0.44	0.01
Median	(0.53)	0.42	(0.36)
75th Percentile	(1.39)	0.37	(0.52)
90th Percentile	(2.35)	0.32	(0.71)
Domestic Equity Composite	(0.12)	0.43	0.12

Domestic Equity Composite Equity Characteristics Analysis Summary

Portfolio Characteristics

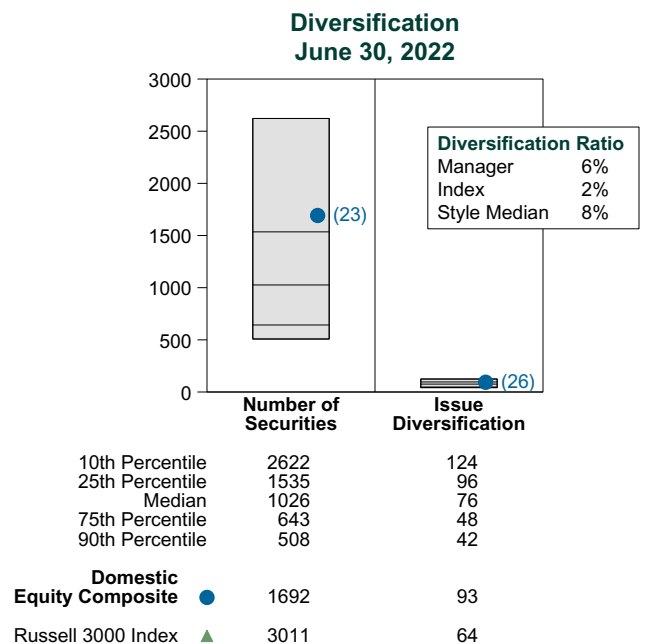
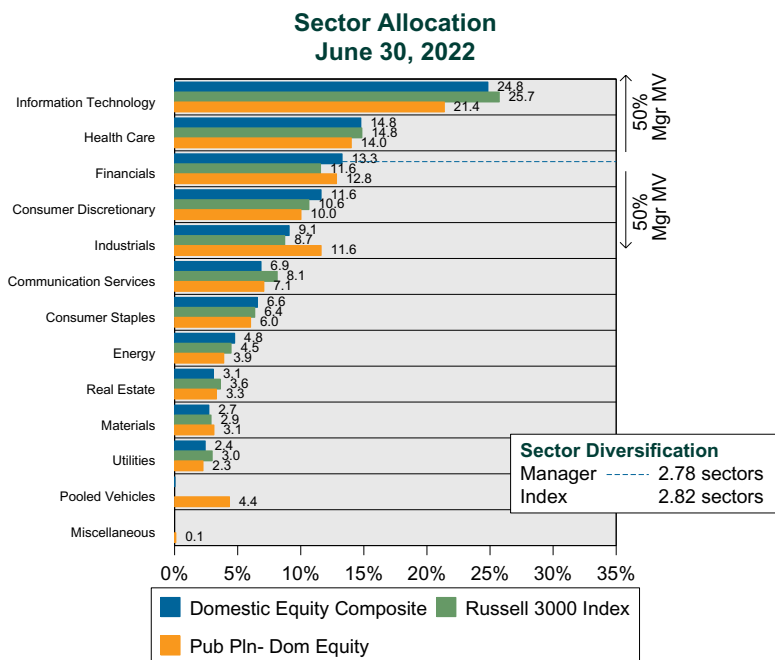
This graph compares the manager's portfolio characteristics with the range of characteristics for the portfolios which make up the manager's style group. This analysis illustrates whether the manager's current holdings are consistent with other managers employing the same style.

Portfolio Characteristics Percentile Rankings Rankings Against Public Fund - Domestic Equity as of June 30, 2022



Sector Weights

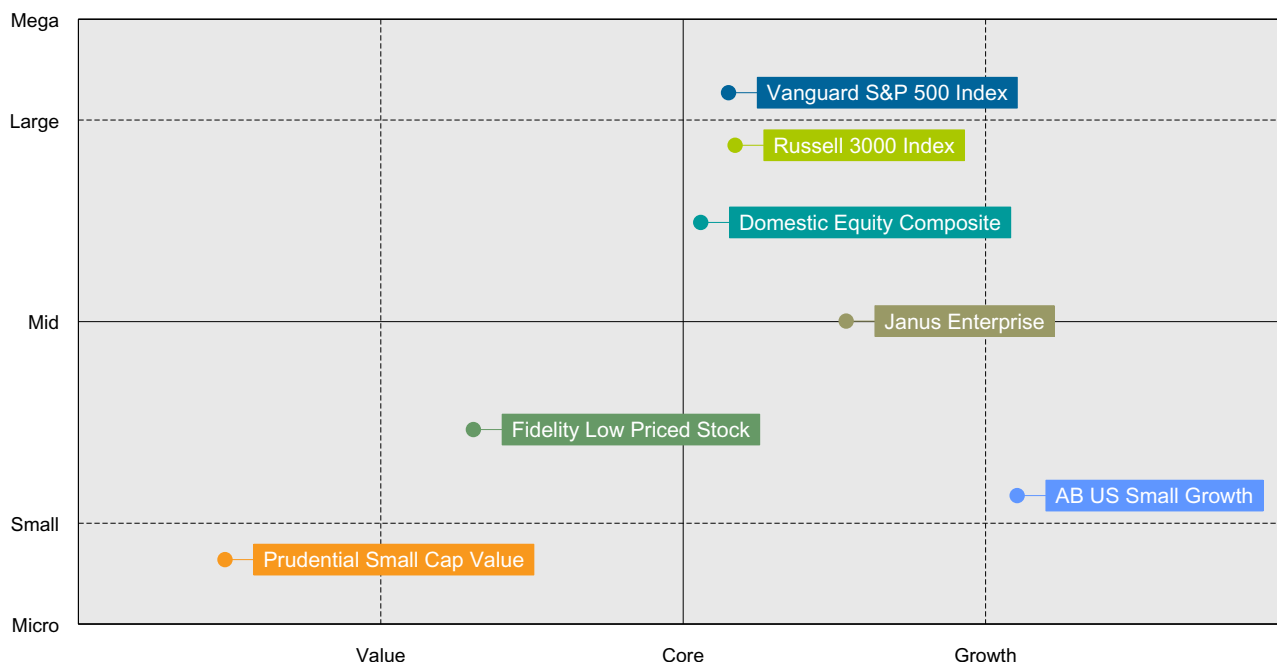
The graph below contrasts the manager's sector weights with those of the benchmark and median sector weights across the members of the peer group. The magnitude of sector weight differences from the index and the manager's sector diversification are also shown. Diversification by number and concentration of holdings are also compared to the benchmark and peer group. Issue Diversification represents by count, and Diversification Ratio by percent, the number of holdings that account for half of the portfolio's market value.



Holdings Based Style Analysis For One Quarter Ended June 30, 2022

This page analyzes and compares the investment styles of multiple portfolios using a detailed holdings-based style analysis methodology. The size component of style is measured by the weighted median market capitalization of the holdings. The value/core/growth style dimension is captured by the "Combined Z-Score" of the portfolio. This score is based on eight fundamental factors used in the MSCI stock style scoring system. The table below gives a more detailed breakdown of several relevant style metrics on the portfolios.

Style Map Holdings for One Quarter Ended June 30, 2022



	Weight %	Wtd Median Mkt Cap	Combined Z-Score	Growth Z-Score	Value Z-Score	Number of Securities	Security Diversification
Vanguard S&P 500 Index	70.96%	157.21	(0.01)	(0.02)	(0.01)	503	41.86
Fidelity Low Priced Stock	7.77%	8.00	(0.61)	(0.10)	0.52	872	30.24
Janus Enterprise	7.38%	14.97	0.28	0.03	(0.25)	77	20.15
Prudential Small Cap Value	7.30%	1.60	(1.20)	(0.23)	0.97	324	83.65
AB US Small Growth	6.59%	3.93	0.69	0.21	(0.48)	92	31.93
Domestic Equity Composite	100.00%	71.39	(0.08)	(0.02)	0.05	1692	93.21
Russell 3000 Index	-	115.53	0.01	(0.02)	(0.03)	3011	63.92

Vanguard S&P 500 Index Period Ended June 30, 2022

Investment Philosophy

Vanguard's Institutional Index Fund is passively administered using a "full replication" approach. Under this method, the fund holds all of the 500 underlying securities in proportion to their weighting in the index. The fund remains fully invested in equities at all times and does not make judgement calls on the direction of the S&P 500 Index. Portfolio was funded September 2013. Historical returns are that of the manager's composite.

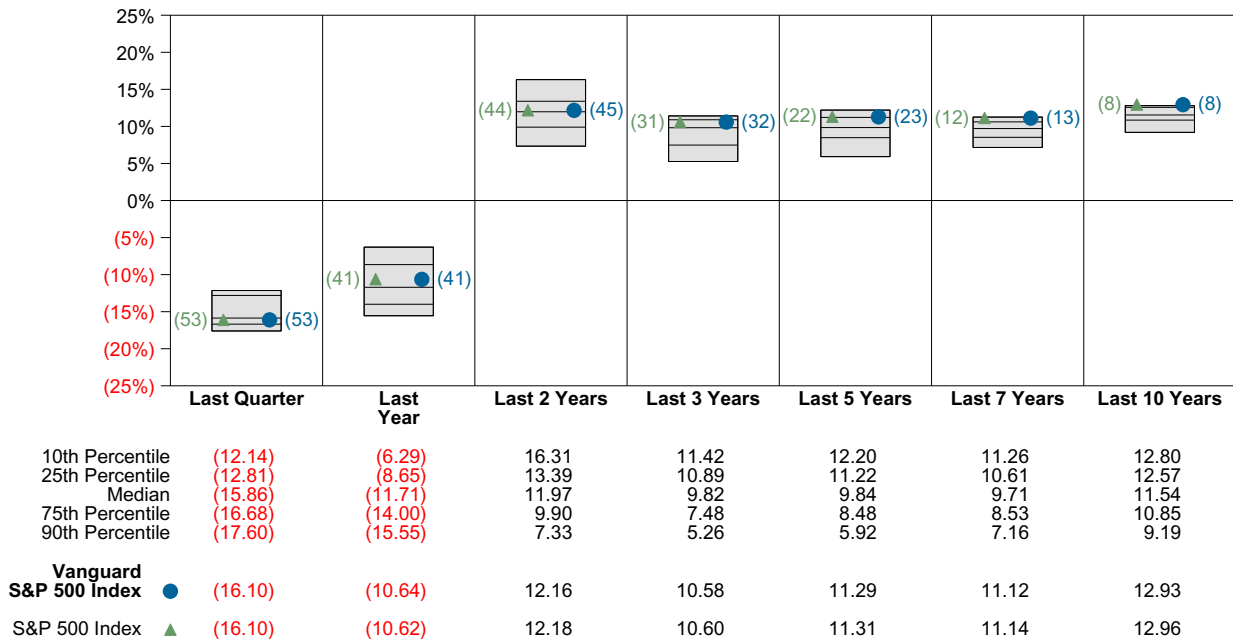
Quarterly Summary and Highlights

- Vanguard S&P 500 Index's portfolio posted a (16.10)% return for the quarter placing it in the 53 percentile of the Callan Large Cap Core Mutual Funds group for the quarter and in the 41 percentile for the last year.
- Vanguard S&P 500 Index's portfolio underperformed the S&P 500 Index by 0.00% for the quarter and underperformed the S&P 500 Index for the year by 0.02%.

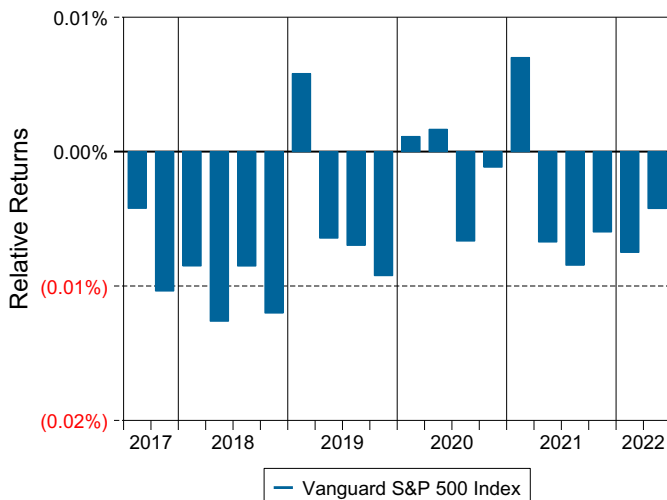
Quarterly Asset Growth

Beginning Market Value	\$180,020,959
Net New Investment	\$3,000,000
Investment Gains/(Losses)	\$-29,009,394
Ending Market Value	\$154,011,565

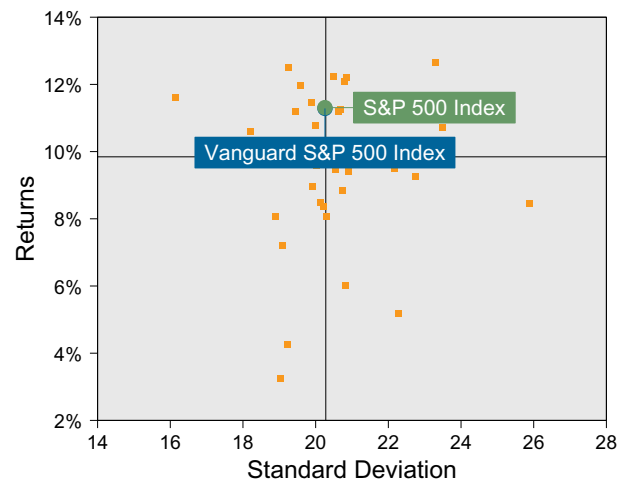
Performance vs Callan Large Cap Core Mutual Funds (Net)



Relative Return vs S&P 500 Index



Callan Large Cap Core Mutual Funds (Net) Annualized Five Year Risk vs Return

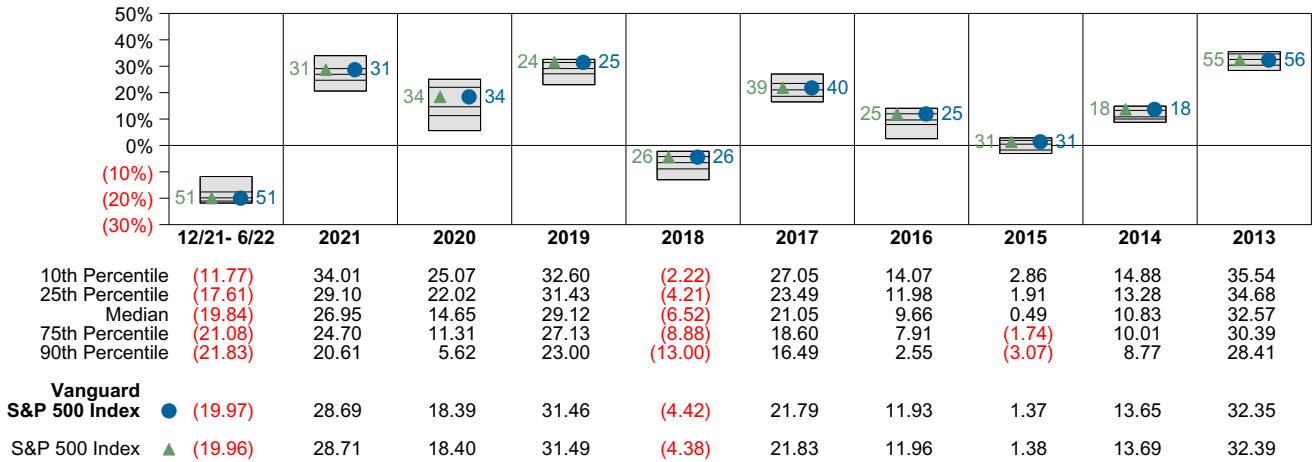


Vanguard S&P 500 Index Return Analysis Summary

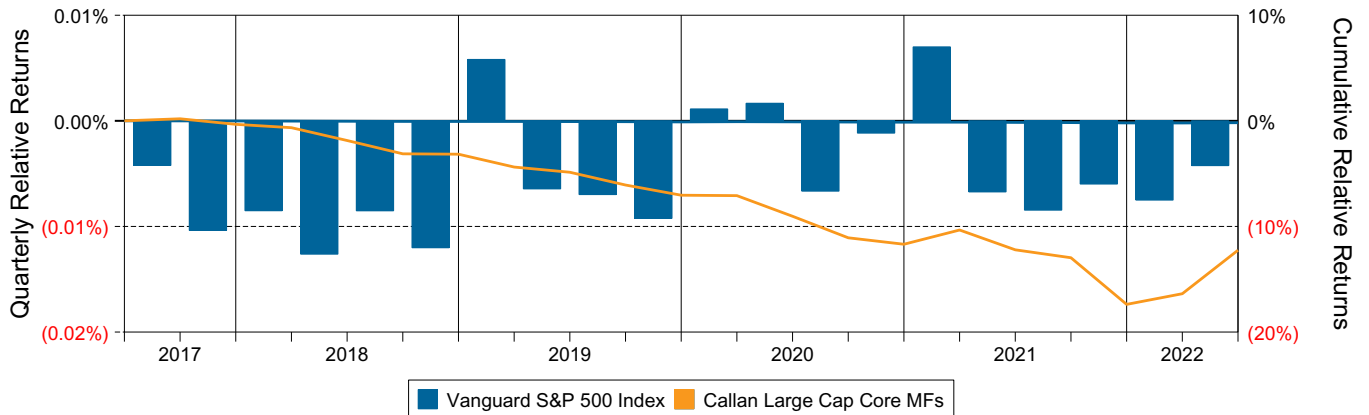
Return Analysis

The graphs below analyze the manager's return on both a risk-adjusted and unadjusted basis. The first chart illustrates the manager's ranking over different periods versus the appropriate style group. The second chart shows the historical quarterly and cumulative manager returns versus the appropriate market benchmark. The last chart illustrates the manager's ranking relative to their style using various risk-adjusted return measures.

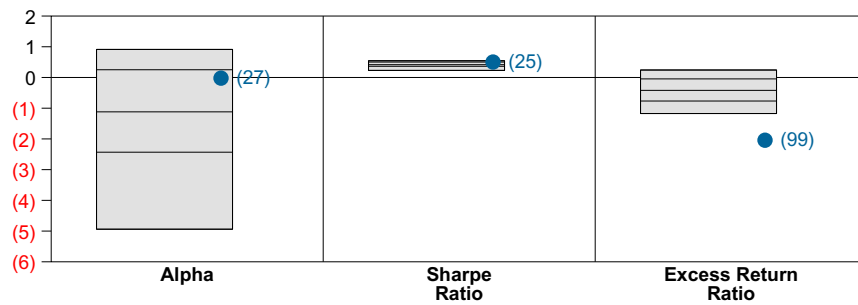
Performance vs Callan Large Cap Core Mutual Funds (Net)



Cumulative and Quarterly Relative Returns vs S&P 500 Index



Risk Adjusted Return Measures vs S&P 500 Index Rankings Against Callan Large Cap Core Mutual Funds (Net) Five Years Ended June 30, 2022



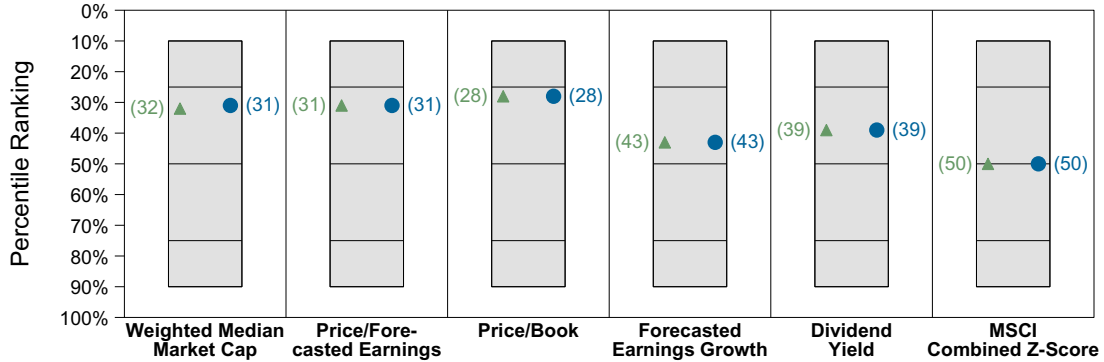
	Alpha	Sharpe Ratio	Excess Return Ratio
10th Percentile	0.91	0.54	0.24
25th Percentile	0.25	0.50	(0.05)
Median	(1.12)	0.42	(0.42)
75th Percentile	(2.43)	0.36	(0.77)
90th Percentile	(4.94)	0.23	(1.17)
Vanguard S&P 500 Index	(0.02)	0.50	(2.04)

Vanguard S&P 500 Index Equity Characteristics Analysis Summary

Portfolio Characteristics

This graph compares the manager's portfolio characteristics with the range of characteristics for the portfolios which make up the manager's style group. This analysis illustrates whether the manager's current holdings are consistent with other managers employing the same style.

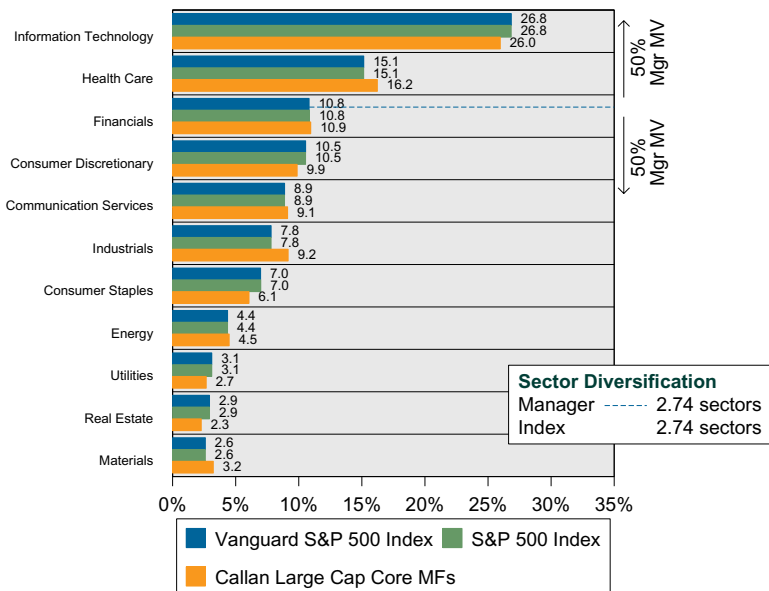
Portfolio Characteristics Percentile Rankings Rankings Against Callan Large Cap Core Mutual Funds as of June 30, 2022



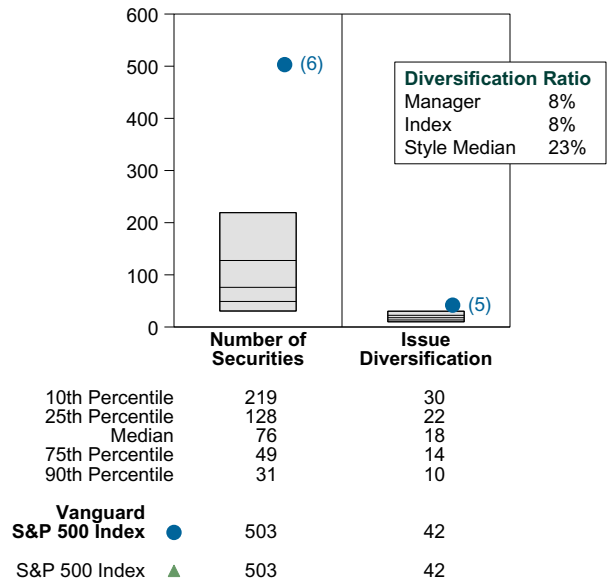
Sector Weights

The graph below contrasts the manager's sector weights with those of the benchmark and median sector weights across the members of the peer group. The magnitude of sector weight differences from the index and the manager's sector diversification are also shown. Diversification by number and concentration of holdings are also compared to the benchmark and peer group. Issue Diversification represents by count, and Diversification Ratio by percent, the number of holdings that account for half of the portfolio's market value.

Sector Allocation June 30, 2022



Diversification June 30, 2022



Fidelity Low Priced Stock Period Ended June 30, 2022

Investment Philosophy

Longtime portfolio manager Joel Tillinghast and a dedicated small cap team at Fidelity utilize a fundamental, bottom-up investment process to identify stocks priced at \$35 or less or with an earnings yield in excess of the Russell 2000 index at time of purchase. Candidates must also exhibit modest valuations, good return on capital, strong or improving cash flows, and improving business environments. The portfolio is well diversified and may invest in up to 35% outside the U.S. and is well diversified with between 600 and 1000 holdings.

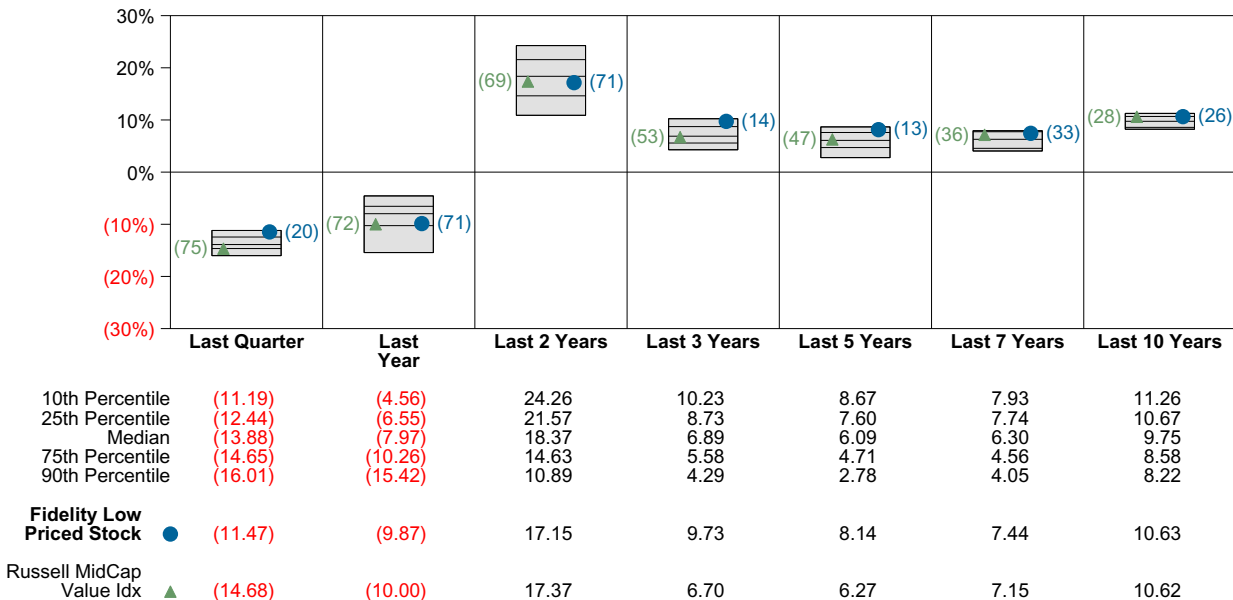
Quarterly Summary and Highlights

- Fidelity Low Priced Stock's portfolio posted a (11.47)% return for the quarter placing it in the 20 percentile of the Callan Mid Cap Value Mutual Funds group for the quarter and in the 71 percentile for the last year.
- Fidelity Low Priced Stock's portfolio outperformed the Russell MidCap Value Idx by 3.21% for the quarter and outperformed the Russell MidCap Value Idx for the year by 0.13%.

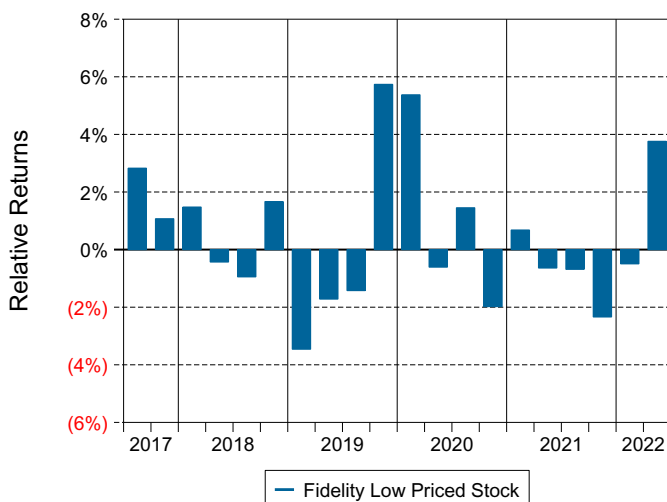
Quarterly Asset Growth

Beginning Market Value	\$19,888,282
Net New Investment	\$-800,000
Investment Gains/(Losses)	\$-2,216,906
Ending Market Value	\$16,871,376

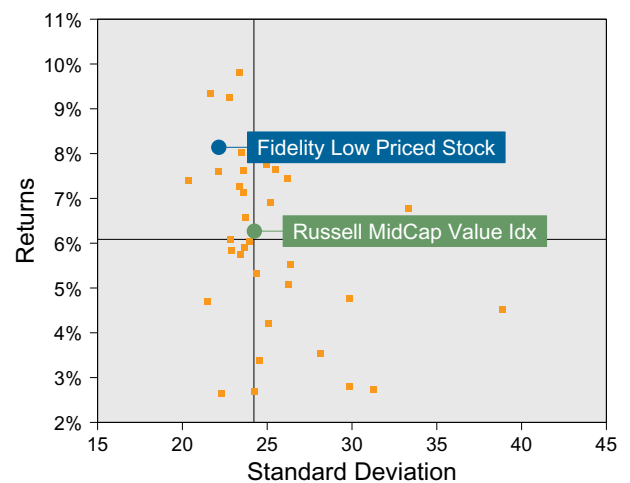
Performance vs Callan Mid Cap Value Mutual Funds (Net)



Relative Return vs Russell MidCap Value Idx



Callan Mid Cap Value Mutual Funds (Net) Annualized Five Year Risk vs Return

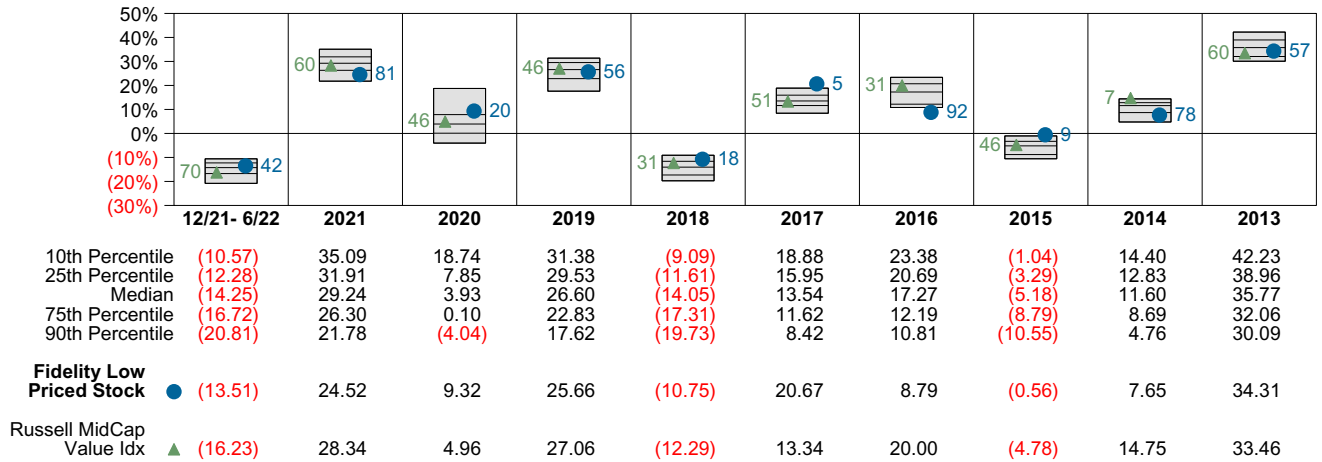


Fidelity Low Priced Stock Return Analysis Summary

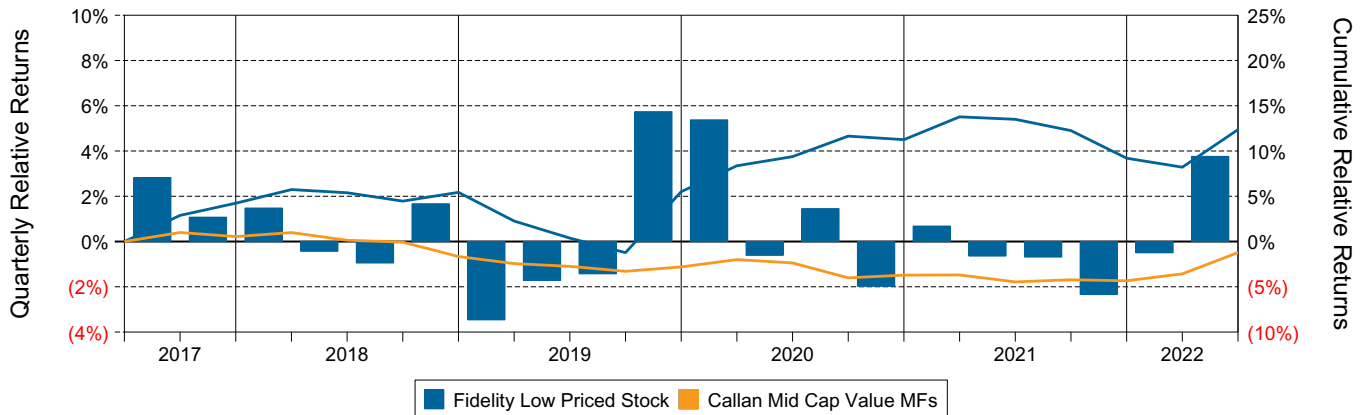
Return Analysis

The graphs below analyze the manager's return on both a risk-adjusted and unadjusted basis. The first chart illustrates the manager's ranking over different periods versus the appropriate style group. The second chart shows the historical quarterly and cumulative manager returns versus the appropriate market benchmark. The last chart illustrates the manager's ranking relative to their style using various risk-adjusted return measures.

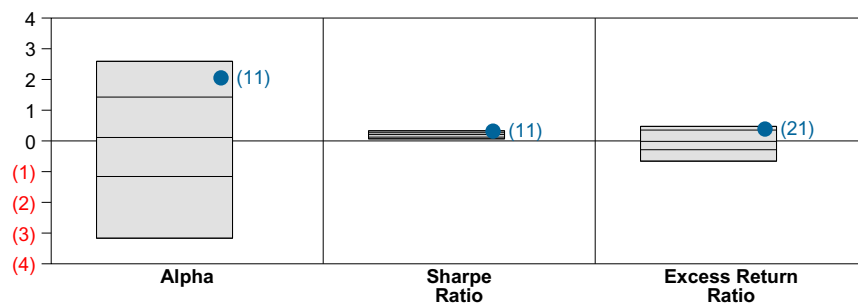
Performance vs Callan Mid Cap Value Mutual Funds (Net)



Cumulative and Quarterly Relative Returns vs Russell MidCap Value Idx



Risk Adjusted Return Measures vs Russell MidCap Value Idx Rankings Against Callan Mid Cap Value Mutual Funds (Net) Five Years Ended June 30, 2022

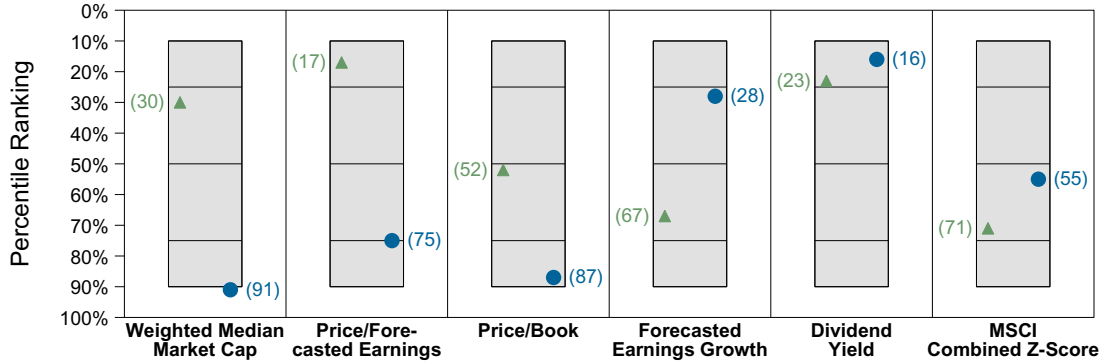


Fidelity Low Priced Stock Equity Characteristics Analysis Summary

Portfolio Characteristics

This graph compares the manager's portfolio characteristics with the range of characteristics for the portfolios which make up the manager's style group. This analysis illustrates whether the manager's current holdings are consistent with other managers employing the same style.

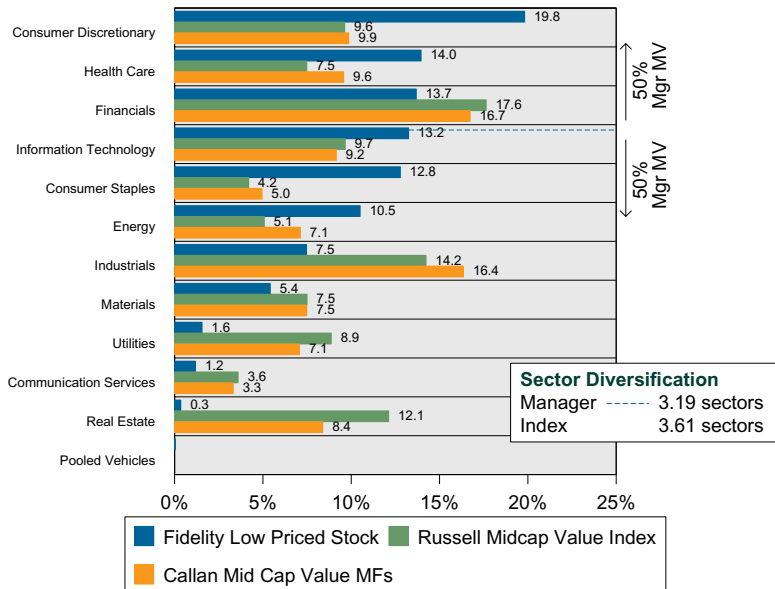
Portfolio Characteristics Percentile Rankings Rankings Against Callan Mid Cap Value Mutual Funds as of June 30, 2022



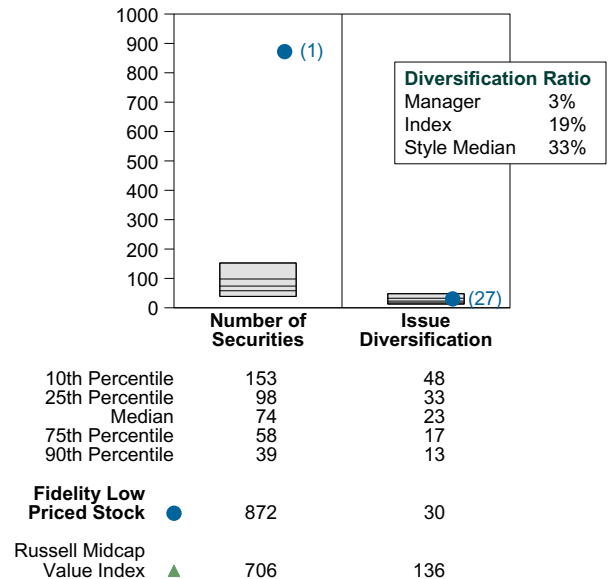
Sector Weights

The graph below contrasts the manager's sector weights with those of the benchmark and median sector weights across the members of the peer group. The magnitude of sector weight differences from the index and the manager's sector diversification are also shown. Diversification by number and concentration of holdings are also compared to the benchmark and peer group. Issue Diversification represents by count, and Diversification Ratio by percent, the number of holdings that account for half of the portfolio's market value.

Sector Allocation June 30, 2022



Diversification June 30, 2022



Janus Enterprise

Period Ended June 30, 2022

Investment Philosophy

Janus believes that investing in companies with sustainable growth and high return on invested capital can drive consistent returns with moderate risk. The team seeks to identify mid cap companies with high quality management teams that wisely allocate capital to drive growth over time. Switched from Class T Shares to Class I Shares in December 2009 and Class N Shares in July 2016.

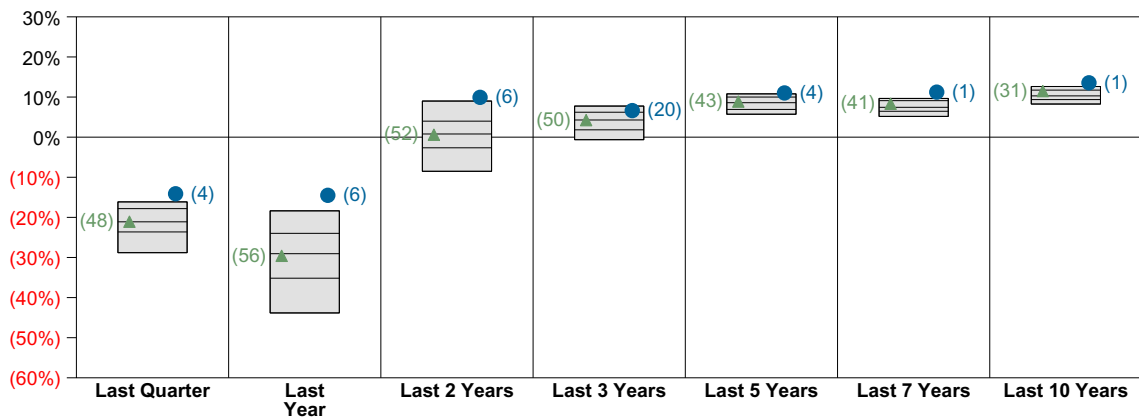
Quarterly Summary and Highlights

- Janus Enterprise's portfolio posted a (14.12)% return for the quarter placing it in the 4 percentile of the Callan Mid Cap Growth Mutual Funds group for the quarter and in the 6 percentile for the last year.
- Janus Enterprise's portfolio outperformed the Russell MidCap Growth Idx by 6.95% for the quarter and outperformed the Russell MidCap Growth Idx for the year by 15.07%.

Quarterly Asset Growth

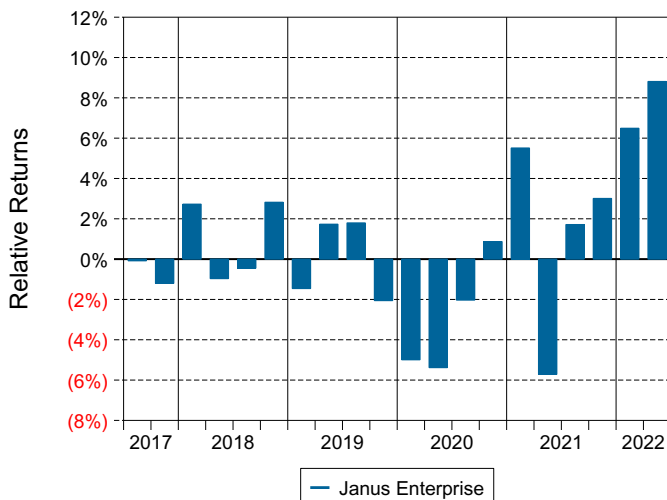
Beginning Market Value	\$18,660,945
Net New Investment	\$0
Investment Gains/(Losses)	\$-2,634,619
Ending Market Value	\$16,026,326

Performance vs Callan Mid Cap Growth Mutual Funds (Net)

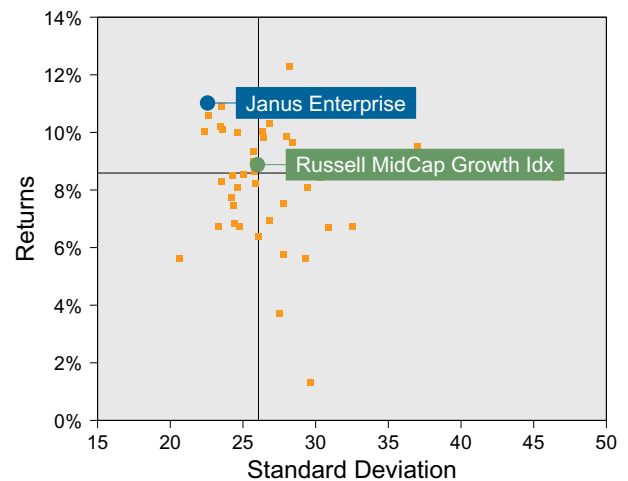


10th Percentile	(16.14)	(18.37)	9.00	7.75	10.80	9.66	12.63
25th Percentile	(17.82)	(23.98)	3.99	6.22	10.00	9.10	11.73
Median	(21.11)	(29.06)	0.79	4.28	8.59	7.44	10.29
75th Percentile	(23.63)	(35.17)	(2.65)	1.83	6.91	6.45	9.37
90th Percentile	(28.81)	(43.83)	(8.51)	(0.63)	5.72	5.17	8.26
Janus Enterprise	● (14.12)	(14.50)	9.93	6.62	11.02	11.22	13.55
Russell MidCap Growth Idx	▲ (21.07)	(29.57)	0.62	4.25	8.88	8.35	11.50

Relative Return vs Russell MidCap Growth Idx



Callan Mid Cap Growth Mutual Funds (Net) Annualized Five Year Risk vs Return

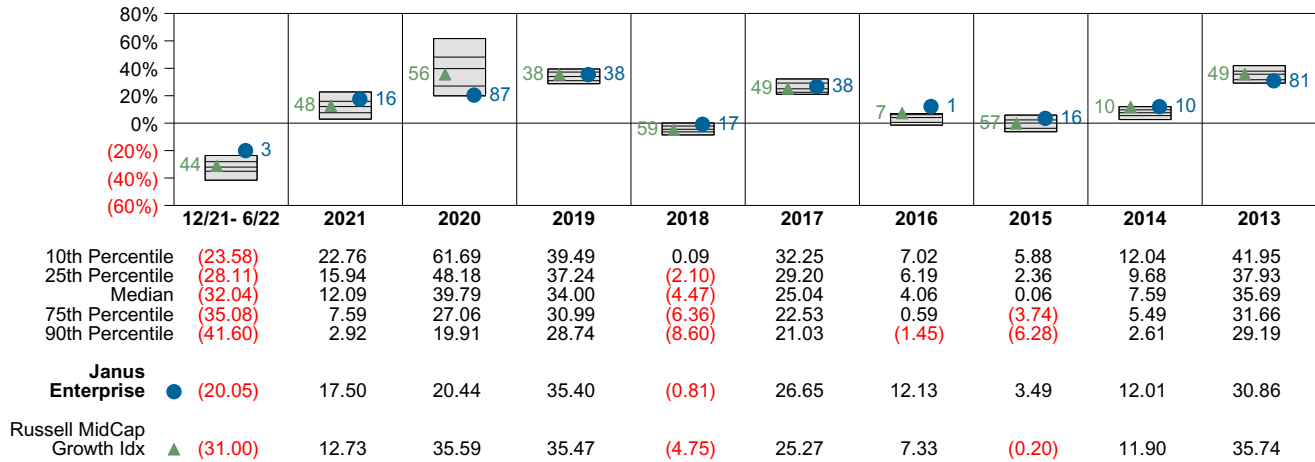


Janus Enterprise Return Analysis Summary

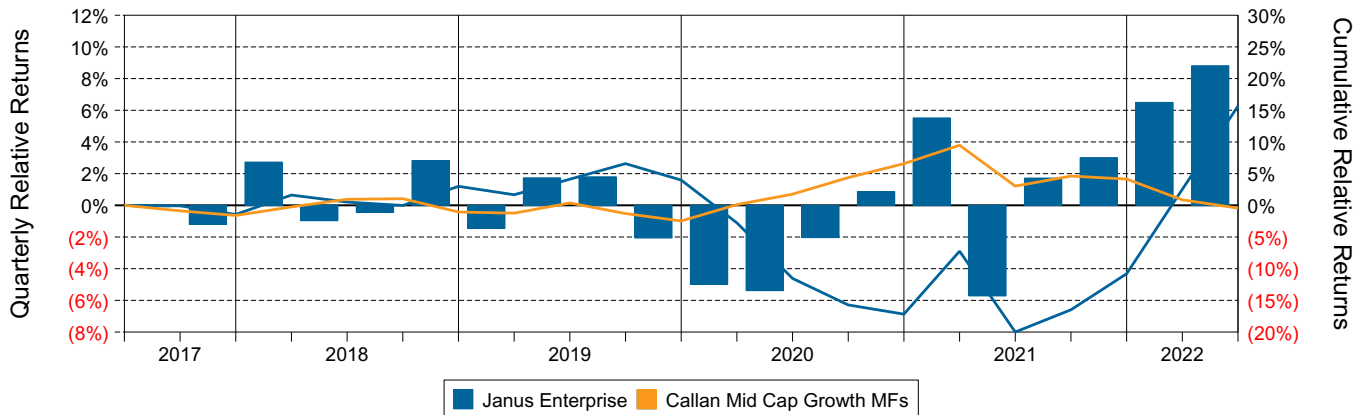
Return Analysis

The graphs below analyze the manager's return on both a risk-adjusted and unadjusted basis. The first chart illustrates the manager's ranking over different periods versus the appropriate style group. The second chart shows the historical quarterly and cumulative manager returns versus the appropriate market benchmark. The last chart illustrates the manager's ranking relative to their style using various risk-adjusted return measures.

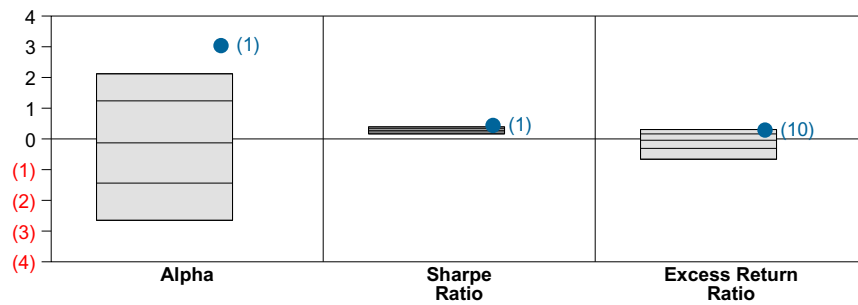
Performance vs Callan Mid Cap Growth Mutual Funds (Net)



Cumulative and Quarterly Relative Returns vs Russell MidCap Growth Idx



Risk Adjusted Return Measures vs Russell MidCap Growth Idx Rankings Against Callan Mid Cap Growth Mutual Funds (Net) Five Years Ended June 30, 2022



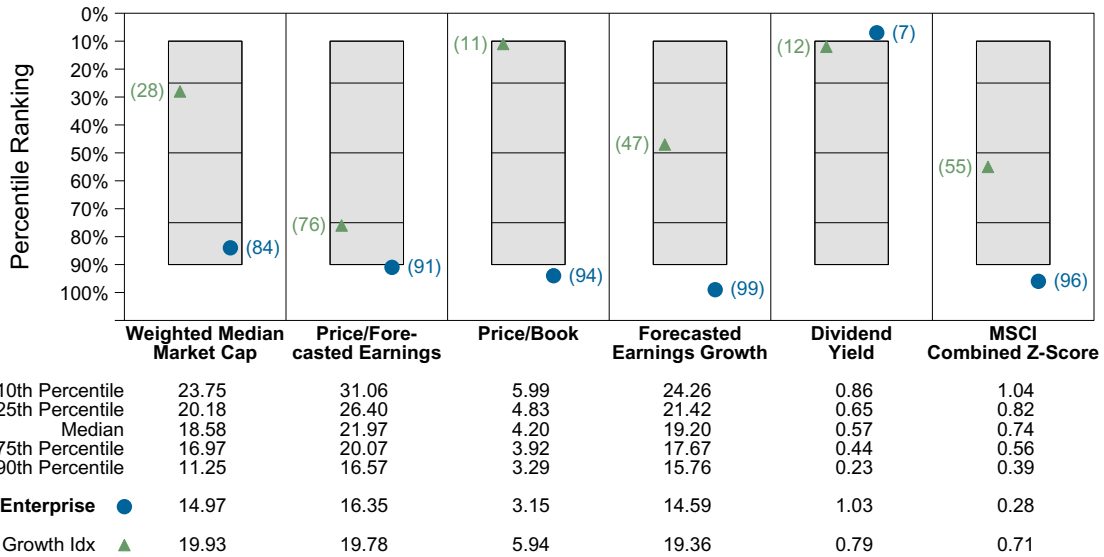
	Alpha	Sharpe Ratio	Excess Return Ratio
10th Percentile	2.12	0.39	0.31
25th Percentile	1.24	0.33	0.16
Median	(0.13)	0.28	(0.04)
75th Percentile	(1.44)	0.23	(0.31)
90th Percentile	(2.65)	0.16	(0.66)
Janus Enterprise	● 3.04	0.44	0.29

Janus Enterprise Equity Characteristics Analysis Summary

Portfolio Characteristics

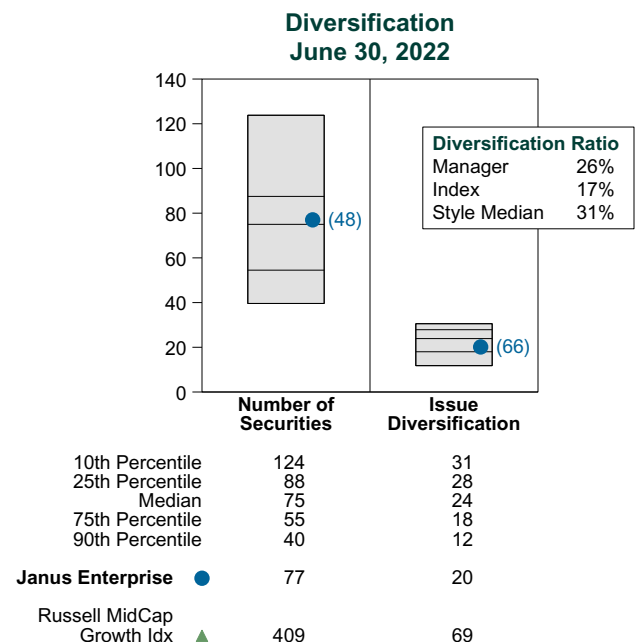
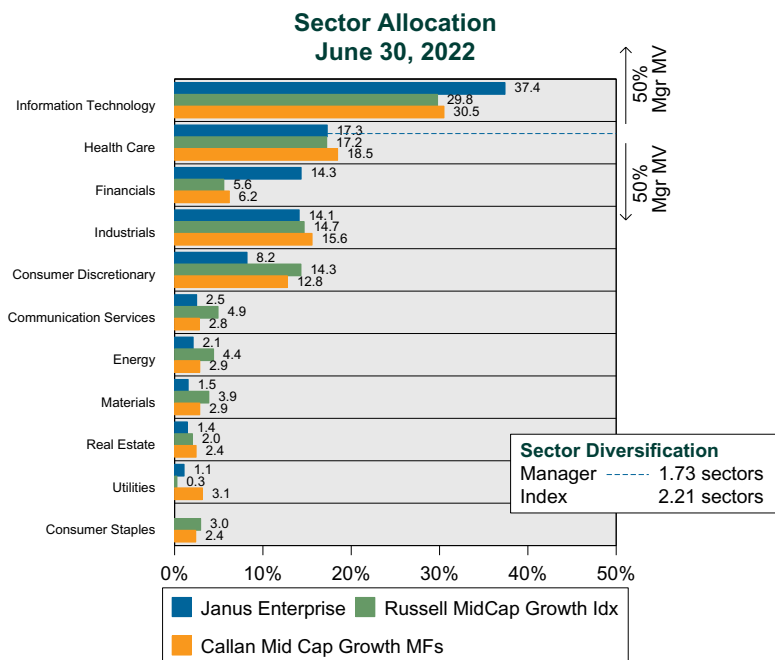
This graph compares the manager's portfolio characteristics with the range of characteristics for the portfolios which make up the manager's style group. This analysis illustrates whether the manager's current holdings are consistent with other managers employing the same style.

Portfolio Characteristics Percentile Rankings Rankings Against Callan Mid Cap Growth Mutual Funds as of June 30, 2022



Sector Weights

The graph below contrasts the manager's sector weights with those of the benchmark and median sector weights across the members of the peer group. The magnitude of sector weight differences from the index and the manager's sector diversification are also shown. Diversification by number and concentration of holdings are also compared to the benchmark and peer group. Issue Diversification represents by count, and Diversification Ratio by percent, the number of holdings that account for half of the portfolio's market value.



Prudential Small Cap Value Period Ended June 30, 2022

Investment Philosophy

Quantitative Management Associates LLC (QMA) is an SEC-registered investment adviser and a limited liability company. QMA operated for many years as a unit within Prudential Financial's asset management business, known as Prudential Investment Management, Inc. (PIM). In July 2004, the quantitative management business of PIM was transferred to QMA. The QMA Small Cap Value strategy is a quantitatively based investment approach. The team believes a systematic approach that focuses on stocks with low valuations and confirming signals of attractiveness can outperform a small cap value benchmark. Its research shows that adapting to changing market conditions by dynamically shifting the weight on specific factors, while simultaneously maintaining a focus on value stocks, leads to better performance than using static factor exposures. It is a diversified portfolio typically holding between 250 to 350 securities with the Russell 2000 Value Index as the appropriate benchmark. Switched share class in September 2015.

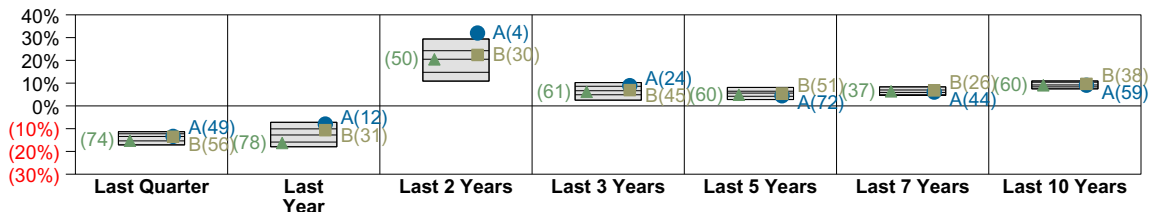
Quarterly Summary and Highlights

- Prudential Small Cap Value's portfolio posted a (13.39)% return for the quarter placing it in the 49 percentile of the Callan Small Cap Value Mutual Funds group for the quarter and in the 12 percentile for the last year.
- Prudential Small Cap Value's portfolio outperformed the Russell 2000 Value Index by 1.89% for the quarter and outperformed the Russell 2000 Value Index for the year by 8.31%.

Quarterly Asset Growth

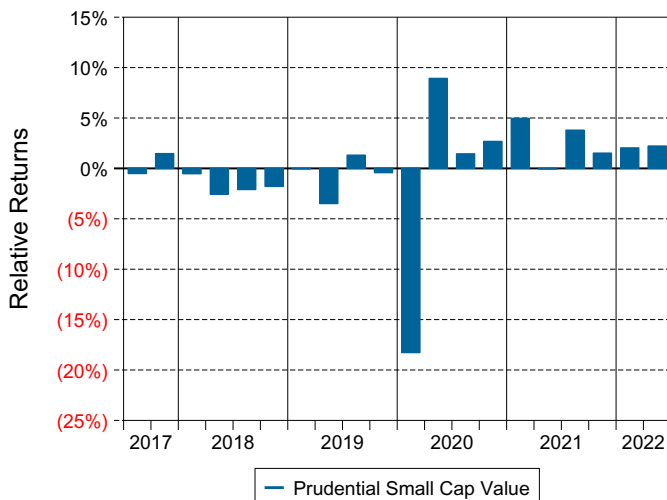
Beginning Market Value	\$20,018,157
Net New Investment	\$-1,525,000
Investment Gains/(Losses)	\$-2,653,232
Ending Market Value	\$15,839,925

Performance vs Callan Small Cap Value Mutual Funds (Net)

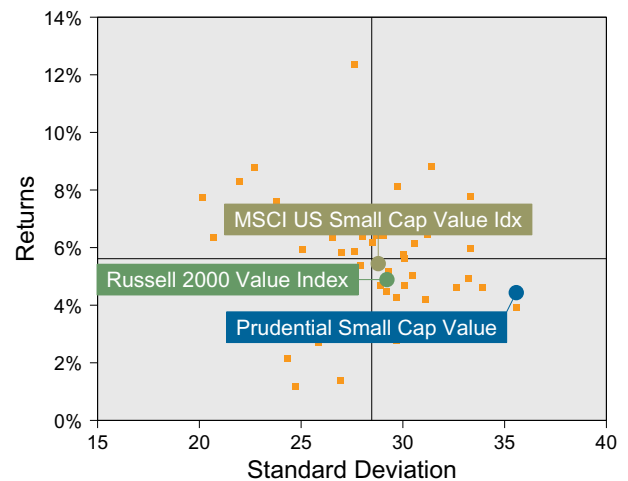


10th Percentile	(11.32)	(7.21)	29.39	10.25	8.12	8.36	10.95
25th Percentile	(12.25)	(10.09)	24.25	8.63	6.45	6.99	10.40
Median	(13.43)	(12.77)	20.49	6.66	5.62	5.93	9.21
75th Percentile	(15.37)	(15.89)	14.75	4.90	4.23	4.90	8.36
90th Percentile	(17.12)	(17.94)	10.89	2.52	2.78	4.64	7.49
Prudential Small Cap Value	● A (13.39)	(7.97)	32.01	8.90	4.44	6.05	9.08
MSCI US Small Cap Value Idx	■ B (13.54)	(10.66)	22.39	6.93	5.44	6.82	9.67
Russell 2000 Value Index	▲ (15.28)	(16.28)	20.44	6.18	4.89	6.40	9.05

Relative Return vs Russell 2000 Value Index



Callan Small Cap Value Mutual Funds (Net) Annualized Five Year Risk vs Return

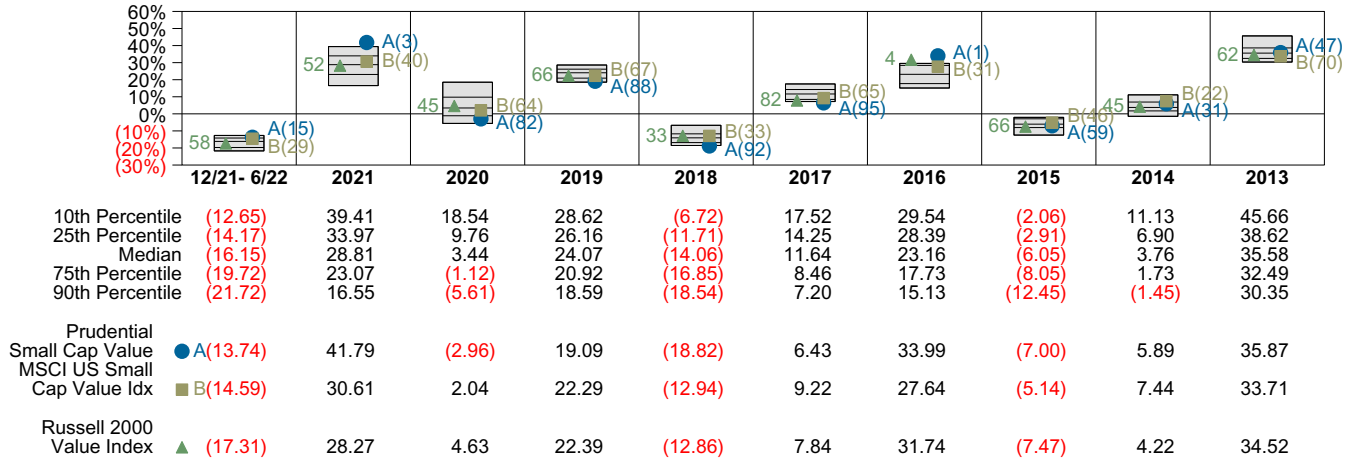


Prudential Small Cap Value Return Analysis Summary

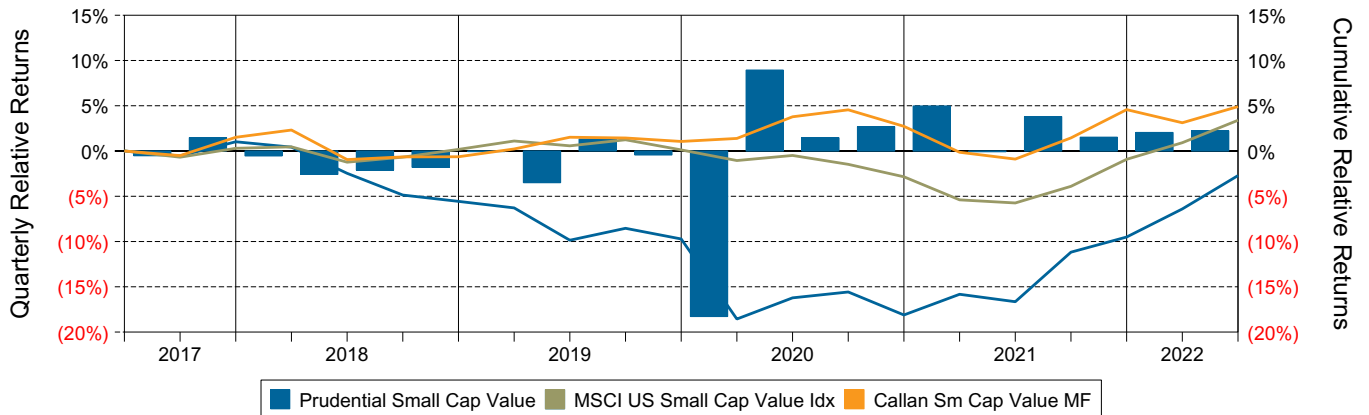
Return Analysis

The graphs below analyze the manager's return on both a risk-adjusted and unadjusted basis. The first chart illustrates the manager's ranking over different periods versus the appropriate style group. The second chart shows the historical quarterly and cumulative manager returns versus the appropriate market benchmark. The last chart illustrates the manager's ranking relative to their style using various risk-adjusted return measures.

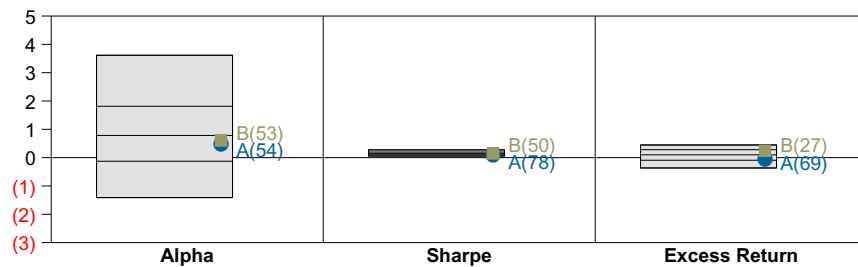
Performance vs Callan Small Cap Value Mutual Funds (Net)



Cumulative and Quarterly Relative Returns vs Russell 2000 Value Index



Risk Adjusted Return Measures vs Russell 2000 Value Index Rankings Against Callan Small Cap Value Mutual Funds (Net) Five Years Ended June 30, 2022



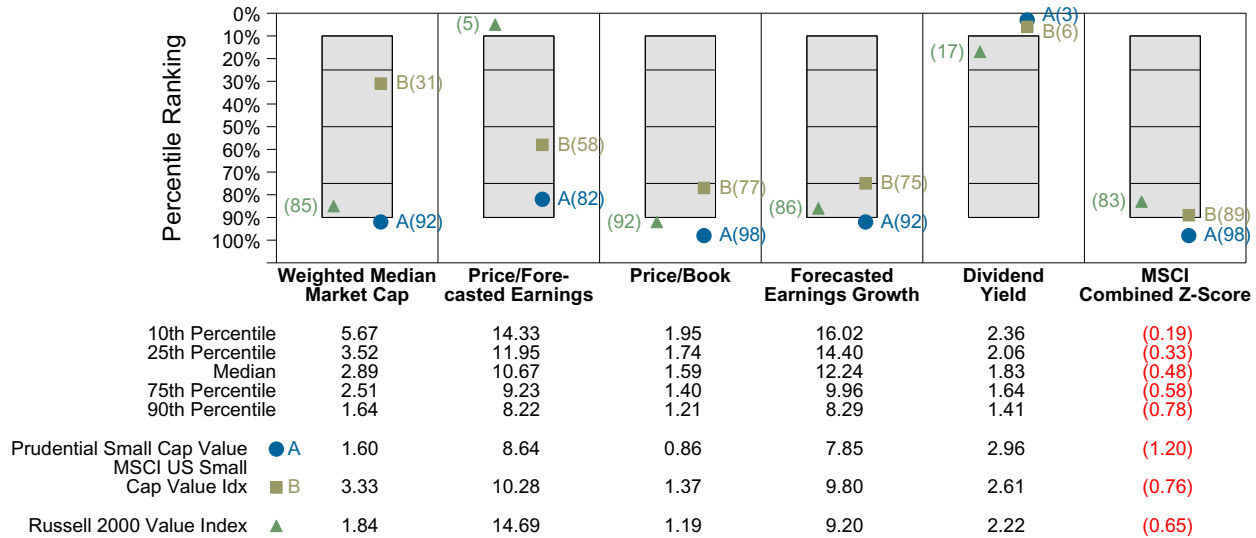
	Alpha	Sharpe Ratio	Excess Return Ratio
10th Percentile	3.61	0.27	0.45
25th Percentile	1.81	0.20	0.28
Median	0.78	0.15	0.10
75th Percentile	(0.13)	0.10	(0.09)
90th Percentile	(1.41)	0.06	(0.37)
Prudential Small Cap Value	● A	0.09	(0.05)
MSCI US Small Cap Value Idx	■ B	0.15	0.24

Prudential Small Cap Value Equity Characteristics Analysis Summary

Portfolio Characteristics

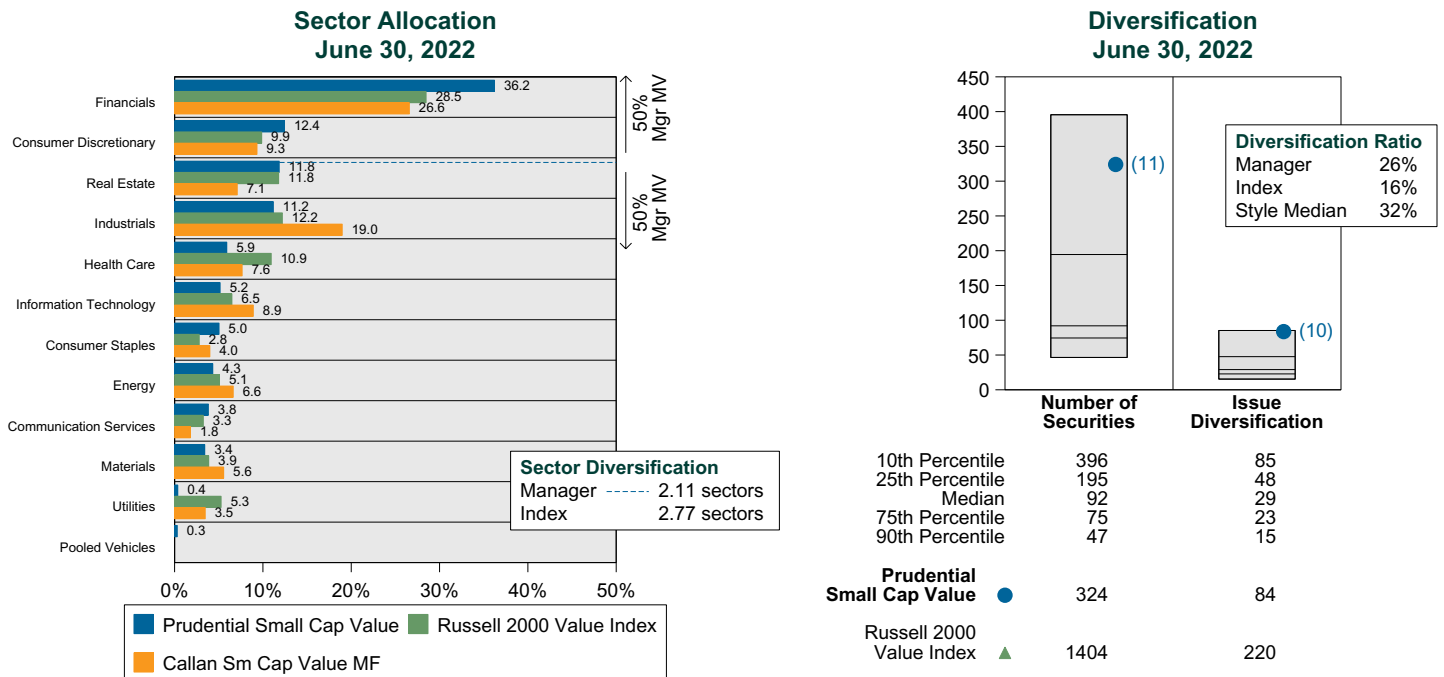
This graph compares the manager's portfolio characteristics with the range of characteristics for the portfolios which make up the manager's style group. This analysis illustrates whether the manager's current holdings are consistent with other managers employing the same style.

Portfolio Characteristics Percentile Rankings Rankings Against Callan Small Cap Value Mutual Funds as of June 30, 2022



Sector Weights

The graph below contrasts the manager's sector weights with those of the benchmark and median sector weights across the members of the peer group. The magnitude of sector weight differences from the index and the manager's sector diversification are also shown. Diversification by number and concentration of holdings are also compared to the benchmark and peer group. Issue Diversification represents by count, and Diversification Ratio by percent, the number of holdings that account for half of the portfolio's market value.



AB US Small Growth Period Ended June 30, 2022

Investment Philosophy

AB's small cap growth investment process emphasizes in-house fundamental research and direct management contact in order to identify rapidly growing companies with accelerating earnings power and reasonable valuations.

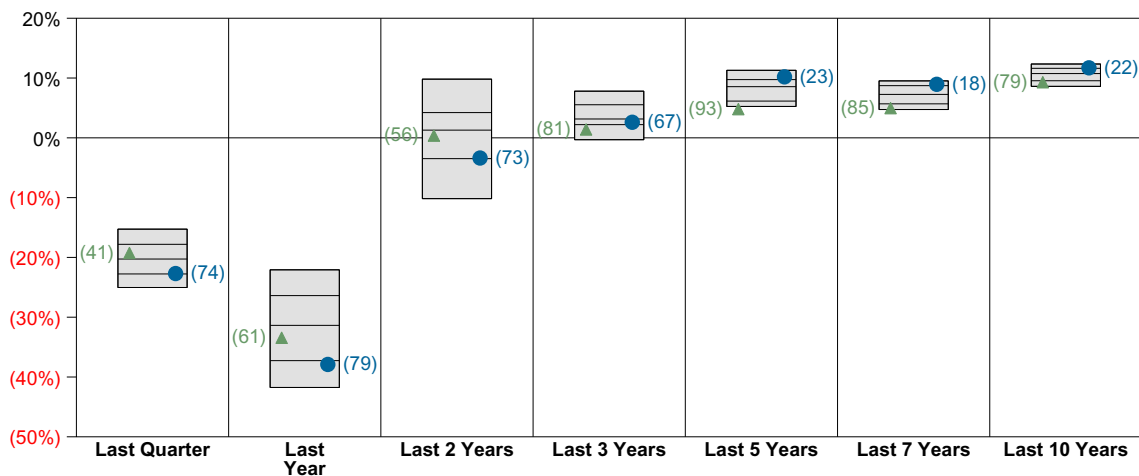
Quarterly Summary and Highlights

- AB US Small Growth's portfolio posted a (22.70)% return for the quarter placing it in the 74 percentile of the Callan Small Cap Growth Mutual Funds group for the quarter and in the 79 percentile for the last year.
- AB US Small Growth's portfolio underperformed the Russell 2000 Growth Index by 3.44% for the quarter and underperformed the Russell 2000 Growth Index for the year by 4.47%.

Quarterly Asset Growth

Beginning Market Value	\$14,789,832
Net New Investment	\$3,000,000
Investment Gains/(Losses)	\$-3,495,025
Ending Market Value	\$14,294,807

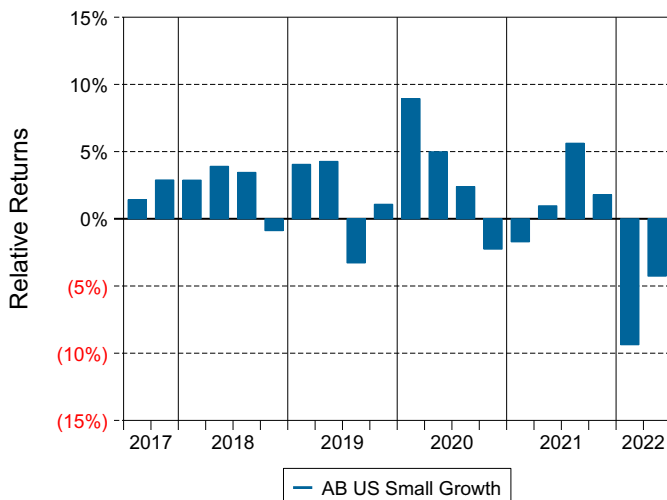
Performance vs Callan Small Cap Growth Mutual Funds (Net)



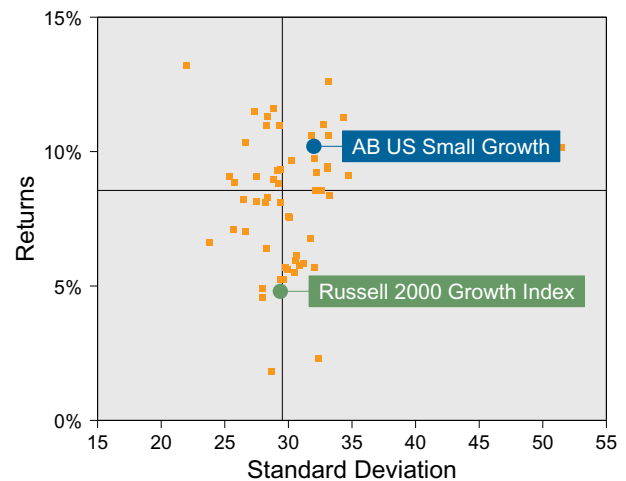
10th Percentile	(15.27)	(22.07)	9.82	7.80	11.29	9.53	12.35
25th Percentile	(17.81)	(26.39)	4.22	5.53	9.74	8.73	11.62
Median	(20.27)	(31.36)	1.29	3.15	8.56	7.26	10.75
75th Percentile	(22.77)	(37.26)	(3.48)	2.21	6.14	5.68	9.55
90th Percentile	(25.03)	(41.75)	(10.17)	(0.32)	5.25	4.74	8.60

AB US Small Growth	●	(22.70)	(37.90)	(3.38)	2.60	10.20	8.95	11.70
Russell 2000 Growth Index	▲	(19.25)	(33.43)	0.38	1.40	4.80	4.96	9.30

Relative Return vs Russell 2000 Growth Index



Callan Small Cap Growth Mutual Funds (Net) Annualized Five Year Risk vs Return

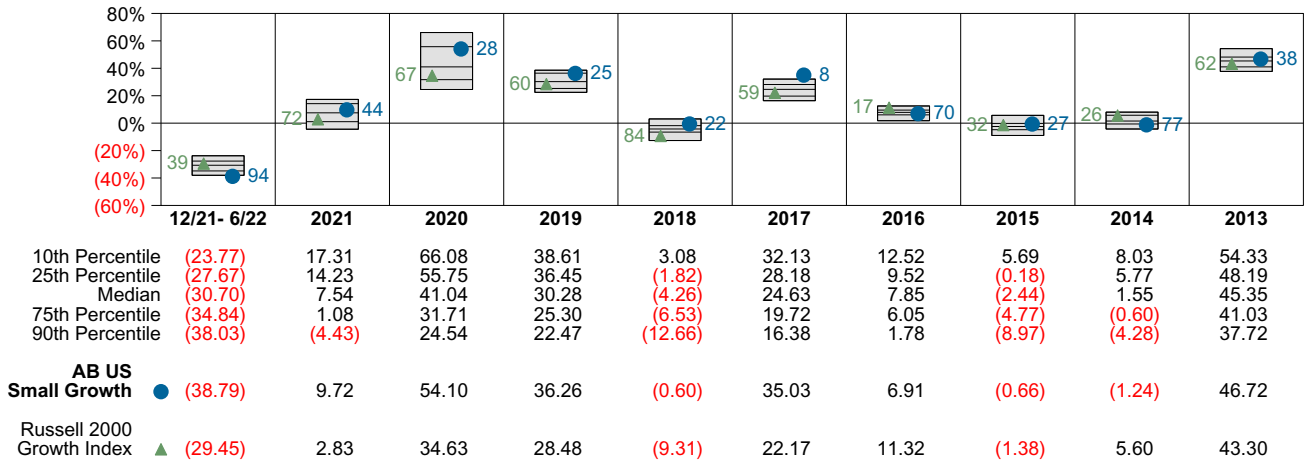


AB US Small Growth Return Analysis Summary

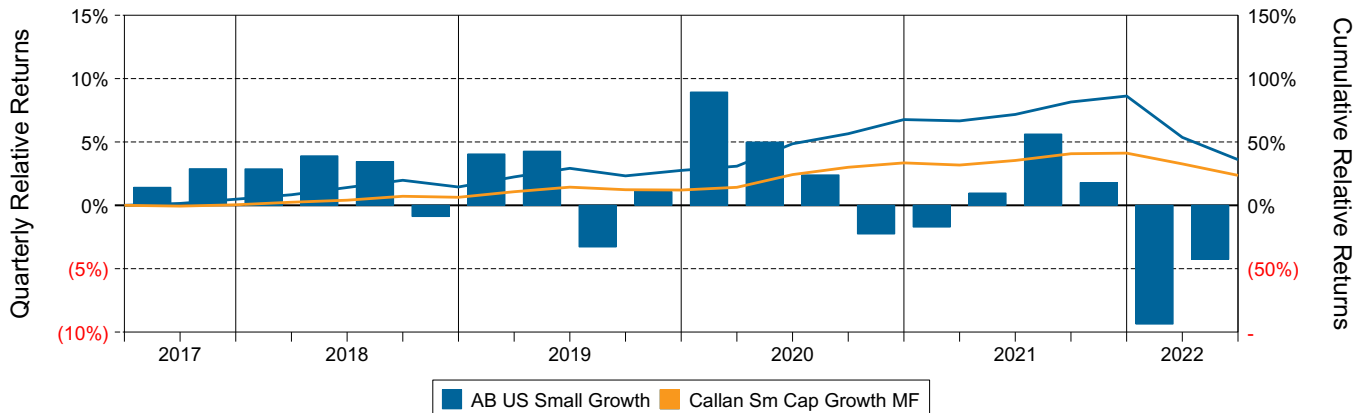
Return Analysis

The graphs below analyze the manager's return on both a risk-adjusted and unadjusted basis. The first chart illustrates the manager's ranking over different periods versus the appropriate style group. The second chart shows the historical quarterly and cumulative manager returns versus the appropriate market benchmark. The last chart illustrates the manager's ranking relative to their style using various risk-adjusted return measures.

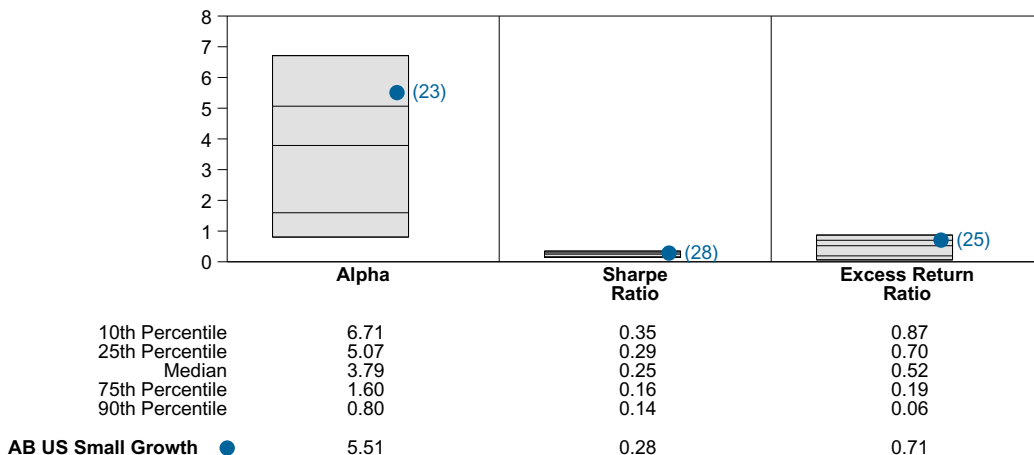
Performance vs Callan Small Cap Growth Mutual Funds (Net)



Cumulative and Quarterly Relative Returns vs Russell 2000 Growth Index



Risk Adjusted Return Measures vs Russell 2000 Growth Index Rankings Against Callan Small Cap Growth Mutual Funds (Net) Five Years Ended June 30, 2022

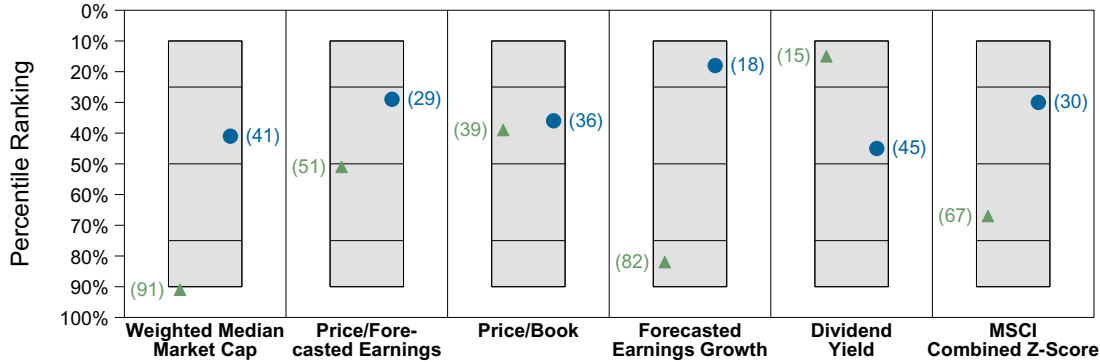


AB US Small Growth Equity Characteristics Analysis Summary

Portfolio Characteristics

This graph compares the manager's portfolio characteristics with the range of characteristics for the portfolios which make up the manager's style group. This analysis illustrates whether the manager's current holdings are consistent with other managers employing the same style.

Portfolio Characteristics Percentile Rankings Rankings Against Callan Small Cap Growth Mutual Funds as of June 30, 2022

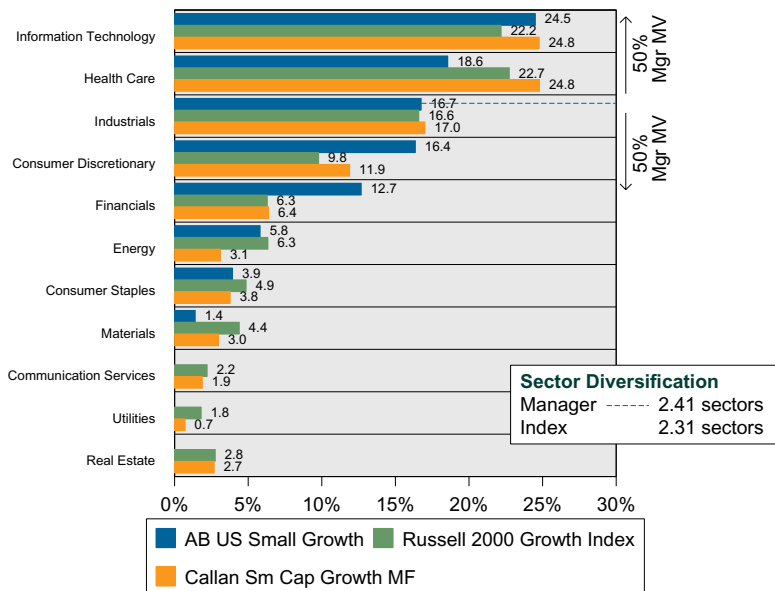


10th Percentile	6.66	46.75	4.16	26.73	0.81	0.82
25th Percentile	4.36	30.09	3.69	23.39	0.57	0.71
Median	3.72	23.22	3.20	21.42	0.42	0.63
75th Percentile	3.41	19.95	2.85	18.22	0.31	0.50
90th Percentile	2.90	18.07	2.51	15.16	0.24	0.42
AB US Small Growth	3.93	28.22	3.50	23.85	0.45	0.69
Russell 2000 Growth Index	2.68	23.17	3.49	17.41	0.70	0.52

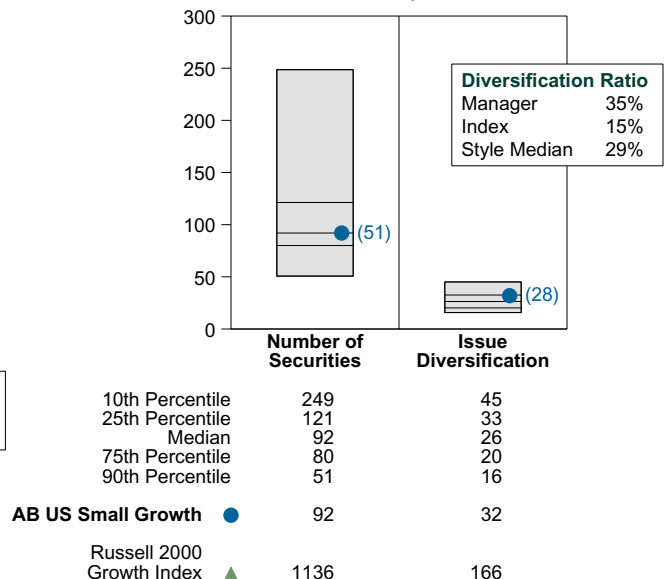
Sector Weights

The graph below contrasts the manager's sector weights with those of the benchmark and median sector weights across the members of the peer group. The magnitude of sector weight differences from the index and the manager's sector diversification are also shown. Diversification by number and concentration of holdings are also compared to the benchmark and peer group. Issue Diversification represents by count, and Diversification Ratio by percent, the number of holdings that account for half of the portfolio's market value.

Sector Allocation June 30, 2022



Diversification June 30, 2022



International Equity Composite Period Ended June 30, 2022

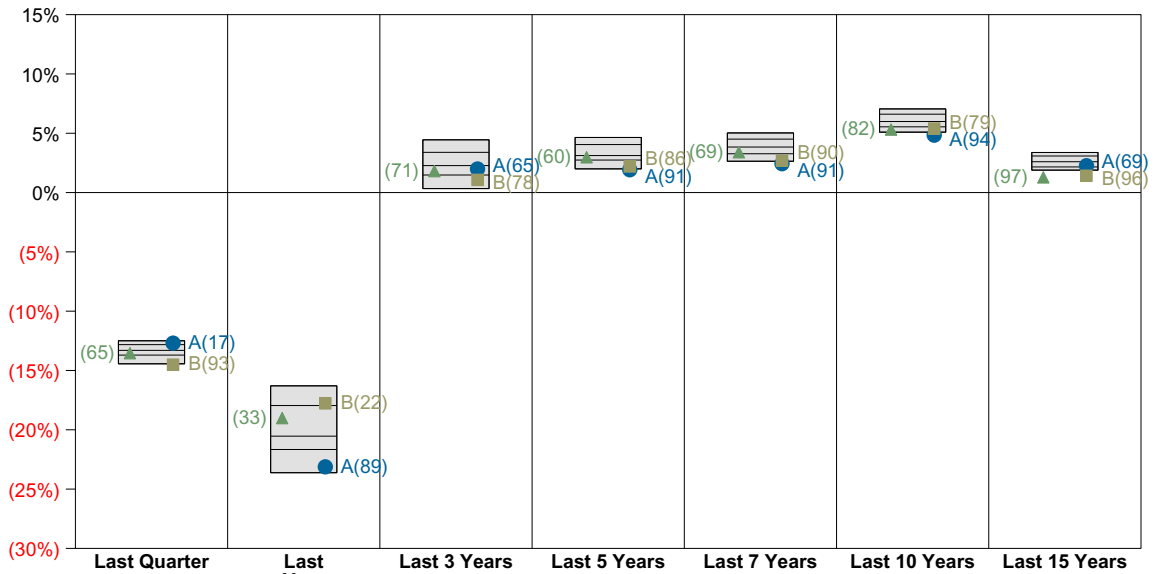
Quarterly Summary and Highlights

- International Equity Composite's portfolio posted a (12.70)% return for the quarter placing it in the 17 percentile of the Public Fund - International Equity group for the quarter and in the 89 percentile for the last year.
- International Equity Composite's portfolio outperformed the MSCI ACWI ex-US Index by 0.85% for the quarter and underperformed the MSCI ACWI ex-US Index for the year by 4.11%.

Quarterly Asset Growth

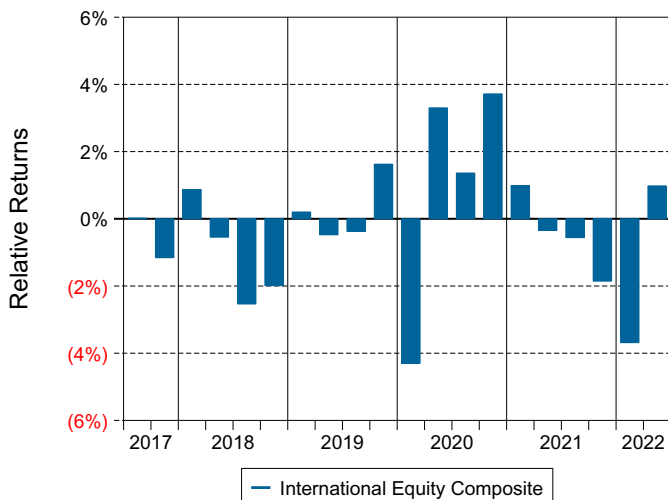
Beginning Market Value	\$166,840,472
Net New Investment	\$1,500,000
Investment Gains/(Losses)	\$-21,096,757
Ending Market Value	\$147,243,715

Performance vs Public Fund - International Equity (Net)

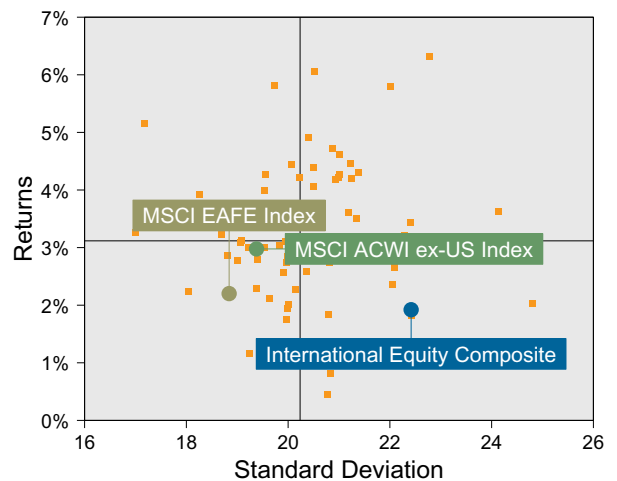


10th Percentile	(12.50)	(16.29)	4.45	4.65	5.03	7.05	3.38
25th Percentile	(12.82)	(17.96)	3.39	4.05	4.51	6.61	3.08
Median	(13.30)	(20.54)	2.27	3.12	3.84	5.99	2.60
75th Percentile	(13.70)	(21.66)	1.48	2.74	3.27	5.54	2.16
90th Percentile	(14.44)	(23.62)	0.34	2.00	2.64	5.09	1.89
International Equity Composite	● A (12.70)	(23.13)	1.99	1.92	2.43	4.84	2.26
MSCI EAFE Index	■ B (14.51)	(17.77)	1.07	2.20	2.70	5.40	1.42
MSCI ACWI ex-US Index	▲ (13.54)	(19.01)	1.81	2.98	3.40	5.31	1.28

Relative Return vs MSCI ACWI ex-US Index



Public Fund - International Equity (Net) Annualized Five Year Risk vs Return

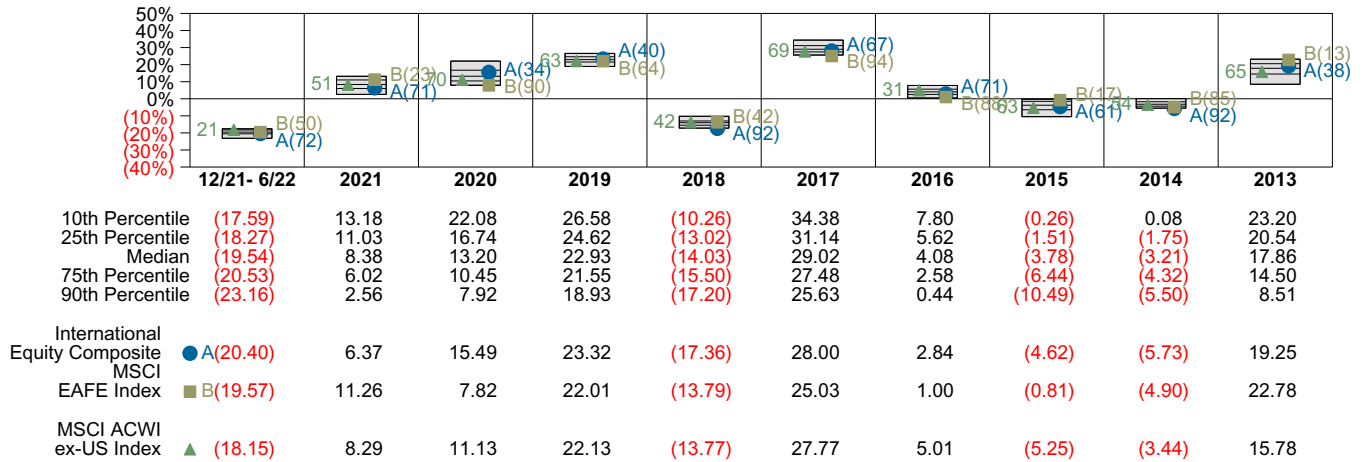


International Equity Composite Return Analysis Summary

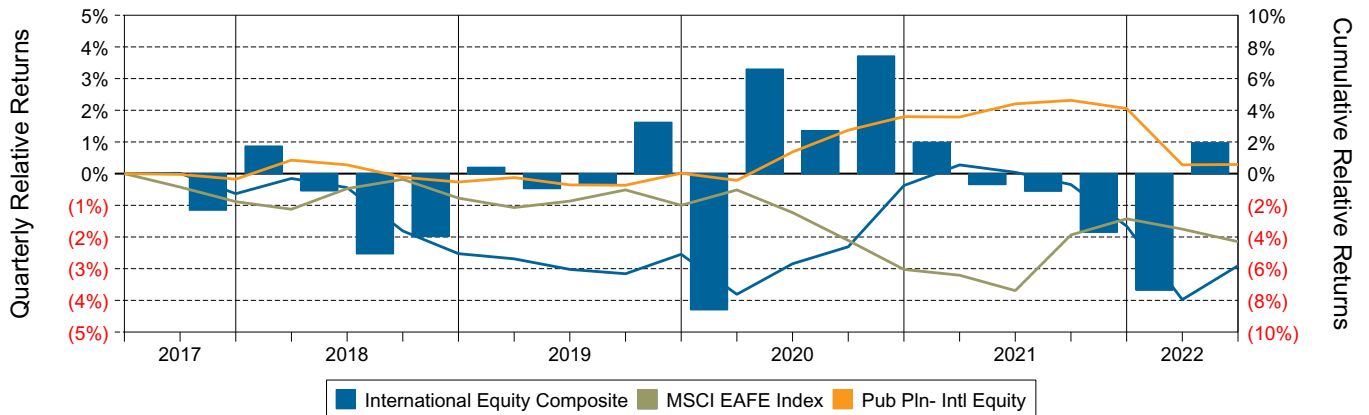
Return Analysis

The graphs below analyze the manager's return on both a risk-adjusted and unadjusted basis. The first chart illustrates the manager's ranking over different periods versus the appropriate style group. The second chart shows the historical quarterly and cumulative manager returns versus the appropriate market benchmark. The last chart illustrates the manager's ranking relative to their style using various risk-adjusted return measures.

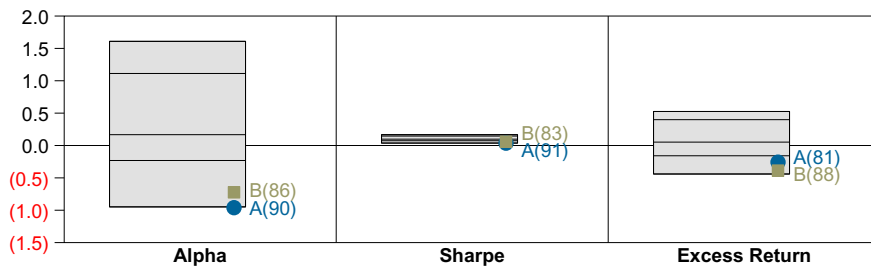
Performance vs Public Fund - International Equity (Net)



Cumulative and Quarterly Relative Returns vs MSCI ACWI ex-US Index



Risk Adjusted Return Measures vs MSCI ACWI ex-US Index Rankings Against Public Fund - International Equity (Net) Five Years Ended June 30, 2022



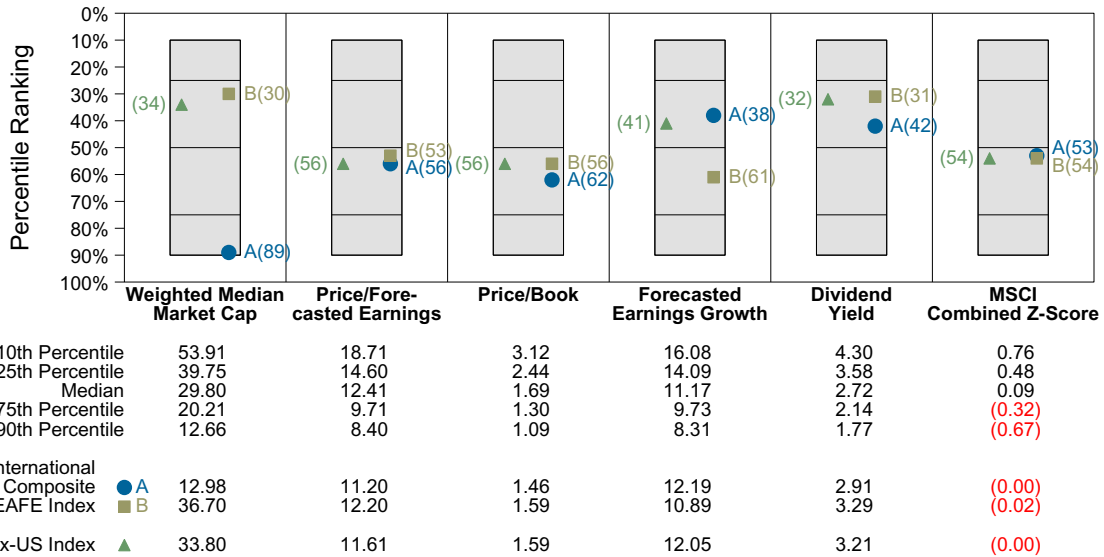
	Alpha	Sharpe Ratio	Excess Return Ratio
10th Percentile	1.61	0.17	0.53
25th Percentile	1.11	0.15	0.40
Median	0.17	0.10	0.05
75th Percentile	(0.23)	0.07	(0.16)
90th Percentile	(0.95)	0.04	(0.44)
International Equity Composite	● A (0.96)	0.04	(0.26)
MSCI EAFE Index	■ B (0.72)	0.06	(0.39)

International Equity Composite Equity Characteristics Analysis Summary

Portfolio Characteristics

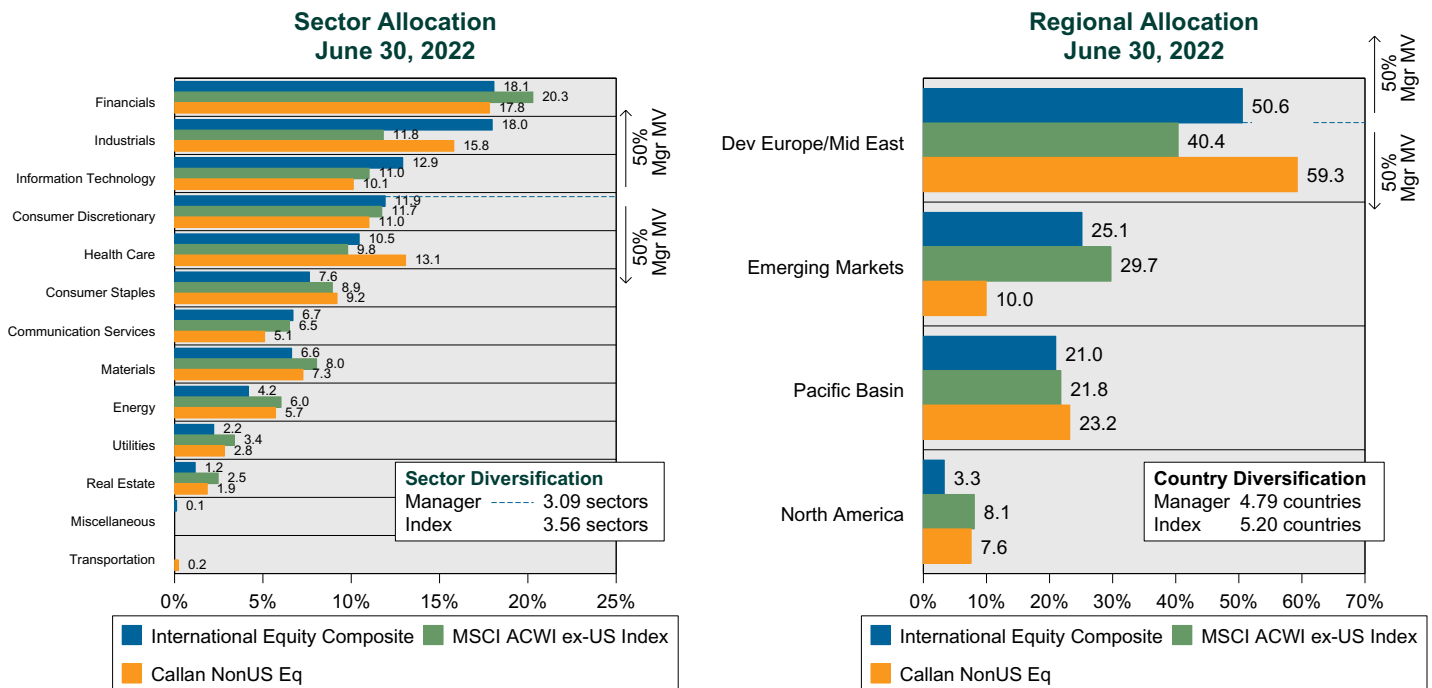
This graph compares the manager's portfolio characteristics with the range of characteristics for the portfolios which make up the manager's style group. This analysis illustrates whether the manager's current holdings are consistent with other managers employing the same style.

Portfolio Characteristics Percentile Rankings Rankings Against Callan Non-US Equity as of June 30, 2022



Sector Weights

The graph below contrasts the manager's sector weights with those of the benchmark and median sector weights across the members of the peer group. The magnitude of sector weight differences from the index and the manager's sector diversification are also shown. The regional allocation chart compares the manager's geographical region weights with those of the benchmark as well as the median region weights of the peer group.



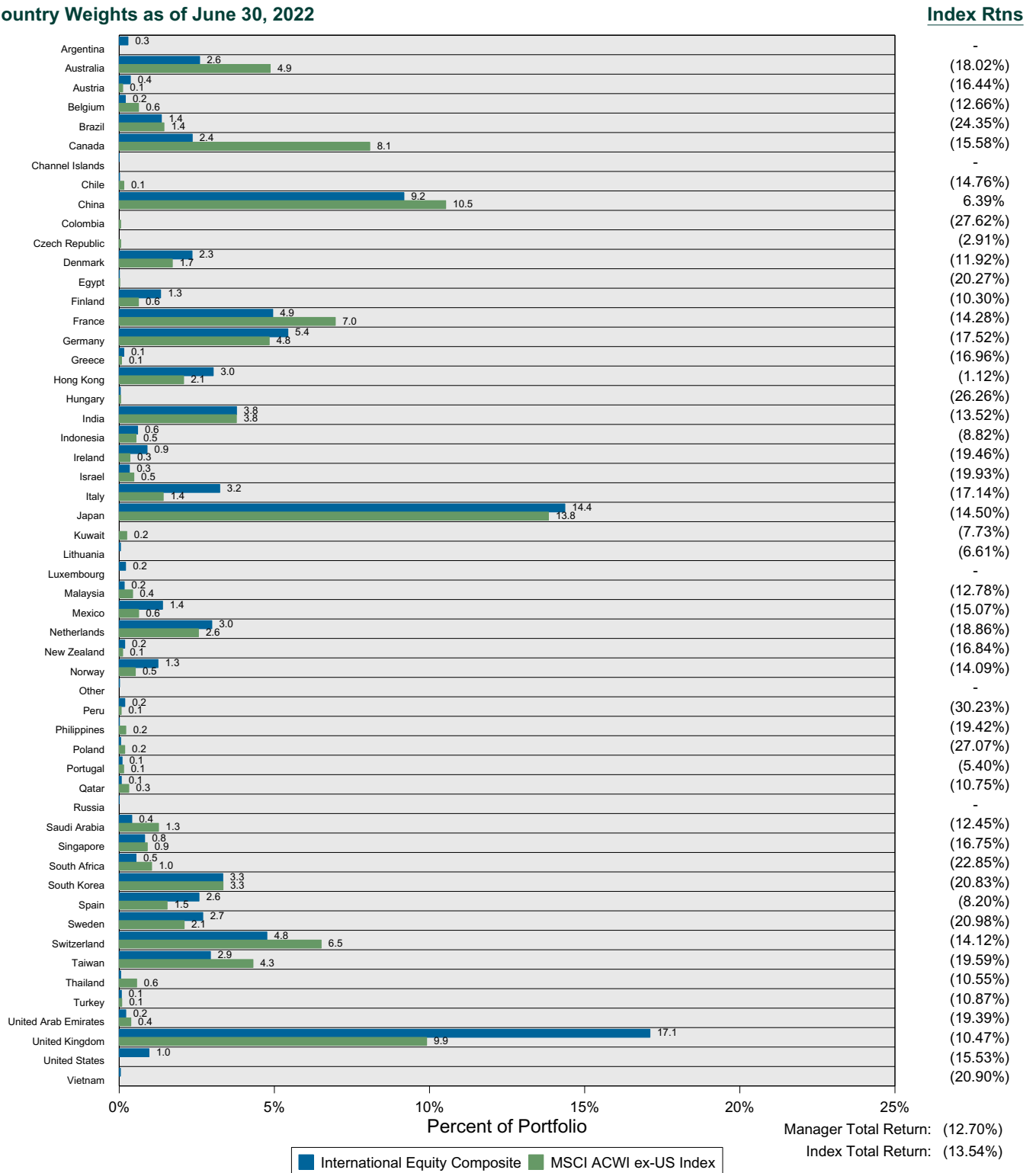
Country Allocation

International Equity Composite VS MSCI ACWI ex-US Index

Country Allocation

The chart below contrasts the portfolio's country allocation with that of the index as of June 30, 2022. This chart is useful because large deviations in country allocation relative to the index are often good predictors of tracking error in the subsequent quarter. To the extent that the portfolio allocation is similar to the index, the portfolio should experience more "index-like" performance. In order to illustrate the performance effect on the portfolio and index of these country allocations, the individual index country returns are also shown.

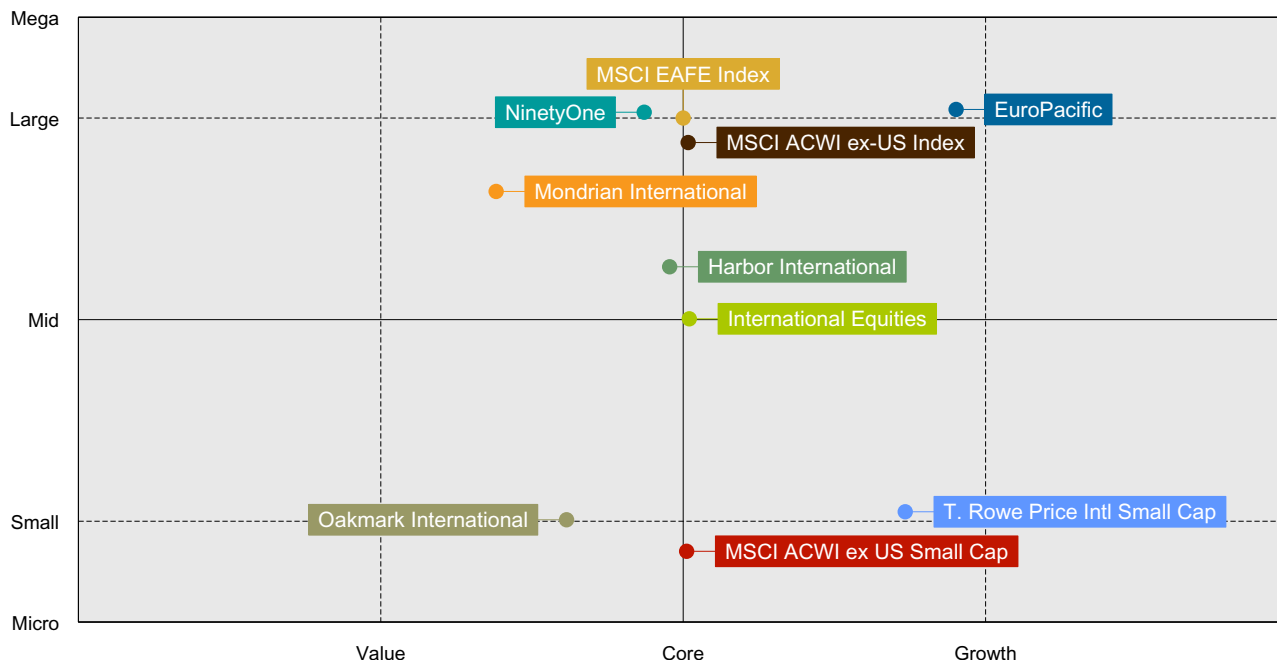
Country Weights as of June 30, 2022



International Holdings Based Style Analysis For One Quarter Ended June 30, 2022

This page analyzes and compares the investment styles of multiple portfolios using a detailed holdings-based style analysis methodology. The size component of style is measured by the weighted median market capitalization of the holdings. The value/core/growth style dimension is captured by the "Combined Z-Score" of the portfolio. This score is based on eight fundamental factors used in the MSCI stock style scoring system. The table below gives a more detailed breakdown of several relevant style metrics on the portfolios.

Style Map Holdings for One Quarter Ended June 30, 2022



	Weight %	Wtd Median Mkt Cap	Combined Z-Score	Growth Z-Score	Value Z-Score	Number of Securities	Security Diversification
EuroPacific	17.62%	46.93	0.75	0.31	(0.44)	373	39.18
Harbor International	20.12%	19.13	(0.06)	(0.04)	0.02	343	59.22
Oakmark International	19.15%	2.22	(0.35)	(0.16)	0.19	60	18.41
Mondrian International	19.92%	28.03	(0.55)	(0.22)	0.33	93	24.26
T. Rowe Price Intl Small Cap	13.50%	2.65	0.61	0.23	(0.38)	221	61.80
NinetyOne	9.69%	43.61	(0.13)	(0.04)	0.09	77	19.59
International Equities	100.00%	12.98	(0.00)	(0.01)	(0.01)	967	120.54
MSCI ACWI ex US Small Cap	-	1.83	(0.01)	(0.02)	(0.01)	4413	838.55
MSCI EAFE Index	-	36.70	(0.02)	(0.06)	(0.04)	799	95.06
MSCI ACWI ex-US Index	-	33.80	(0.00)	(0.05)	(0.05)	2267	168.45

EuroPacific

Period Ended June 30, 2022

Investment Philosophy

The Fund is highly diversified and includes multiple autonomous investment sleeves. In eleven of the sleeves, the portfolio managers have full autonomy in selecting securities. In the two remaining sleeves, a group of senior research analysts are directly responsible for stock selection. While the sleeves range in style from value to growth, in aggregate the Fund has a significant growth bias. Over the last ten years, this bias has slowly become more pronounced but should not be considered a permanent attribute. Although we consider this Fund to be a core option, it is not benchmark-aware. It may have significant deviations from the benchmark from both a country and sector perspective and will typically have a significant exposure to emerging markets. Although this Fund could serve as a standalone option for smaller accounts, we would recommend clients utilize this Fund in a multi-manager non-US structure with diversifying strategies. Switched from Class R-5 Shares to Class R-6 Shares in December 2009.

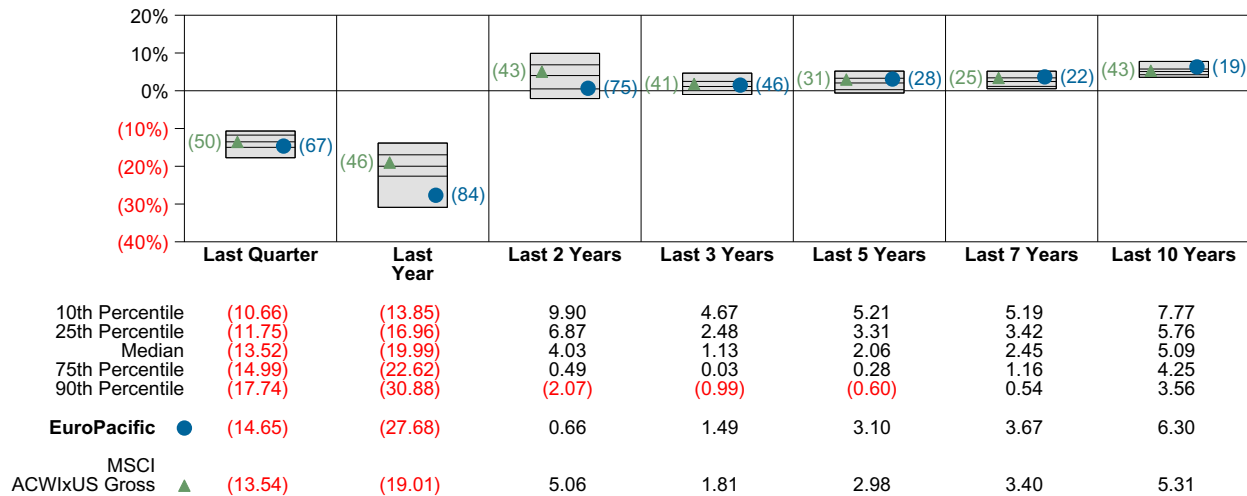
Quarterly Summary and Highlights

- EuroPacific's portfolio posted a (14.65)% return for the quarter placing it in the 67 percentile of the Callan Non US Equity Mutual Funds group for the quarter and in the 84 percentile for the last year.
- EuroPacific's portfolio underperformed the MSCI ACWixUS Gross by 1.11% for the quarter and underperformed the MSCI ACWixUS Gross for the year by 8.66%.

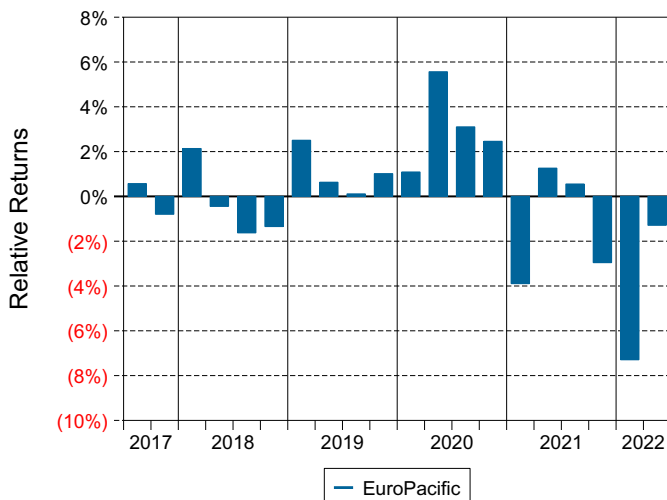
Quarterly Asset Growth

Beginning Market Value	\$28,641,174
Net New Investment	\$1,500,000
Investment Gains/(Losses)	\$-4,191,485
Ending Market Value	\$25,949,689

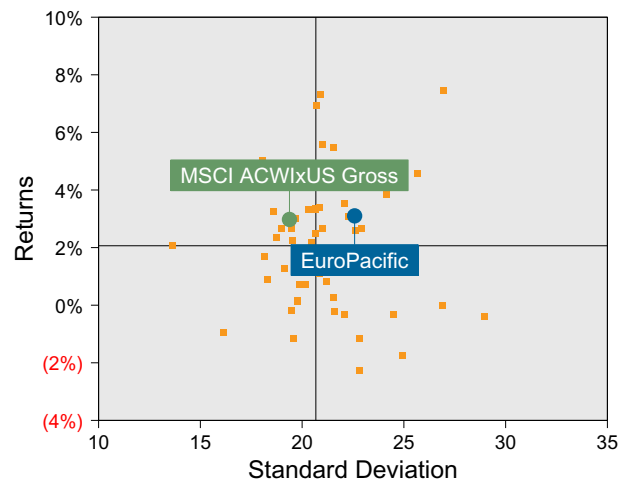
Performance vs Callan Non US Equity Mutual Funds (Net)



Relative Return vs MSCI ACWixUS Gross



Callan Non US Equity Mutual Funds (Net) Annualized Five Year Risk vs Return

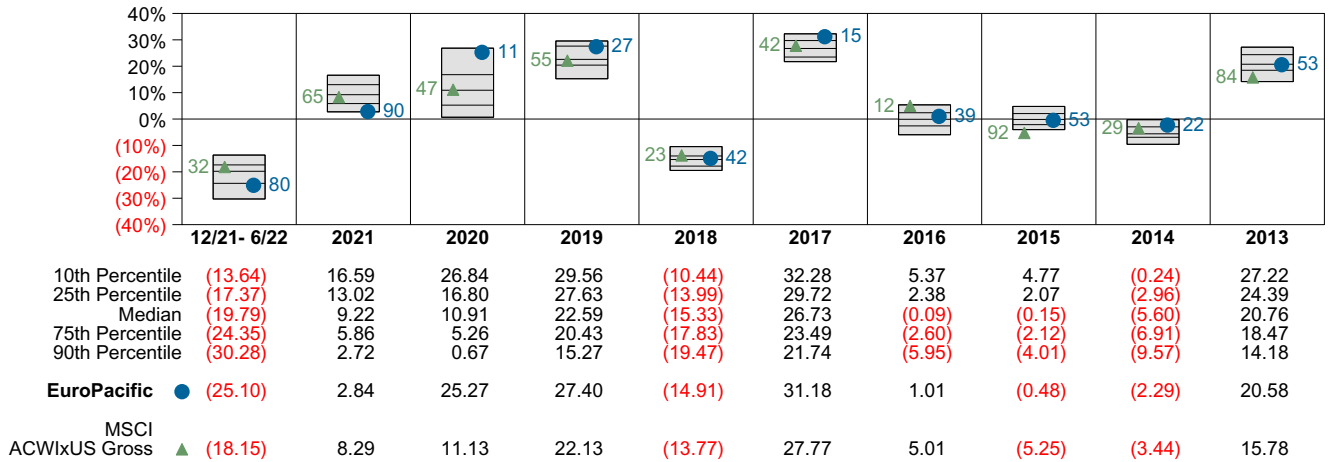


EuroPacific Return Analysis Summary

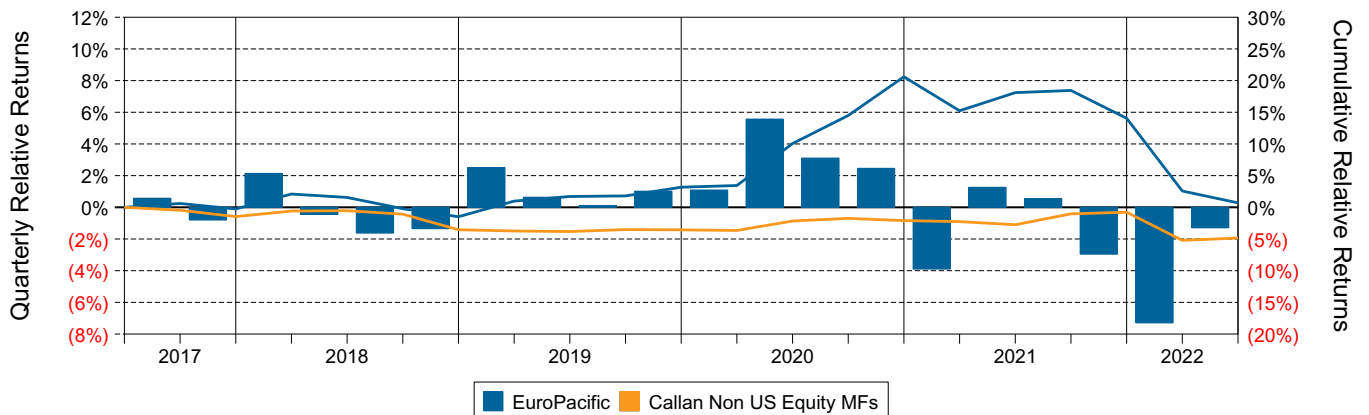
Return Analysis

The graphs below analyze the manager's return on both a risk-adjusted and unadjusted basis. The first chart illustrates the manager's ranking over different periods versus the appropriate style group. The second chart shows the historical quarterly and cumulative manager returns versus the appropriate market benchmark. The last chart illustrates the manager's ranking relative to their style using various risk-adjusted return measures.

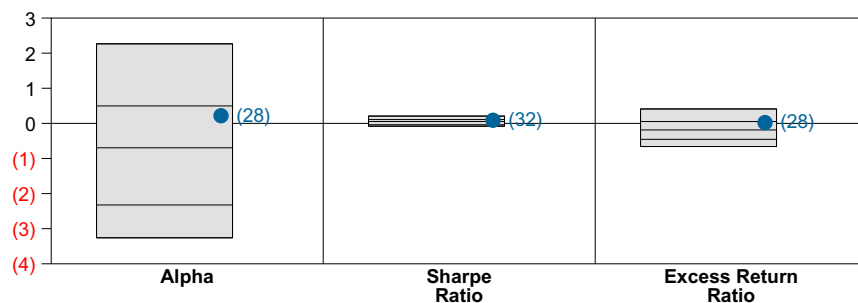
Performance vs Callan Non US Equity Mutual Funds (Net)



Cumulative and Quarterly Relative Returns vs MSCI ACWixUS Gross



Risk Adjusted Return Measures vs MSCI ACWixUS Gross Rankings Against Callan Non US Equity Mutual Funds (Net) Five Years Ended June 30, 2022



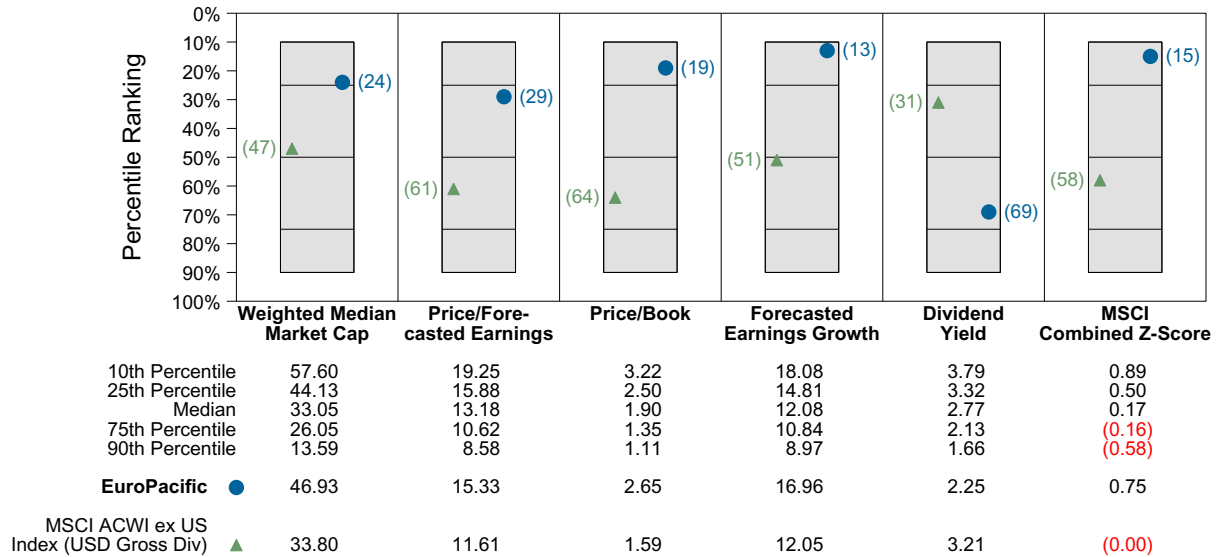
	Alpha	Sharpe Ratio	Excess Return Ratio
10th Percentile	2.27	0.21	0.41
25th Percentile	0.50	0.11	0.05
Median	(0.70)	0.05	(0.19)
75th Percentile	(2.32)	(0.04)	(0.45)
90th Percentile	(3.26)	(0.08)	(0.66)
EuroPacific	● 0.22	0.09	0.02

EuroPacific Equity Characteristics Analysis Summary

Portfolio Characteristics

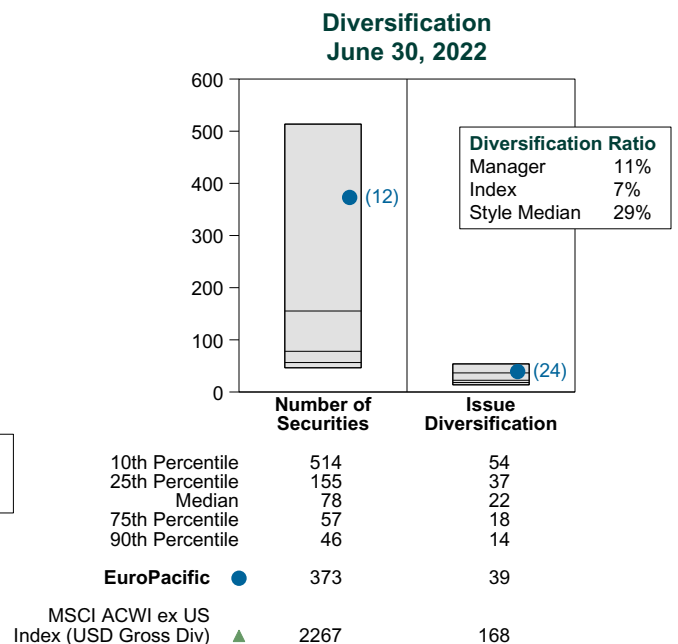
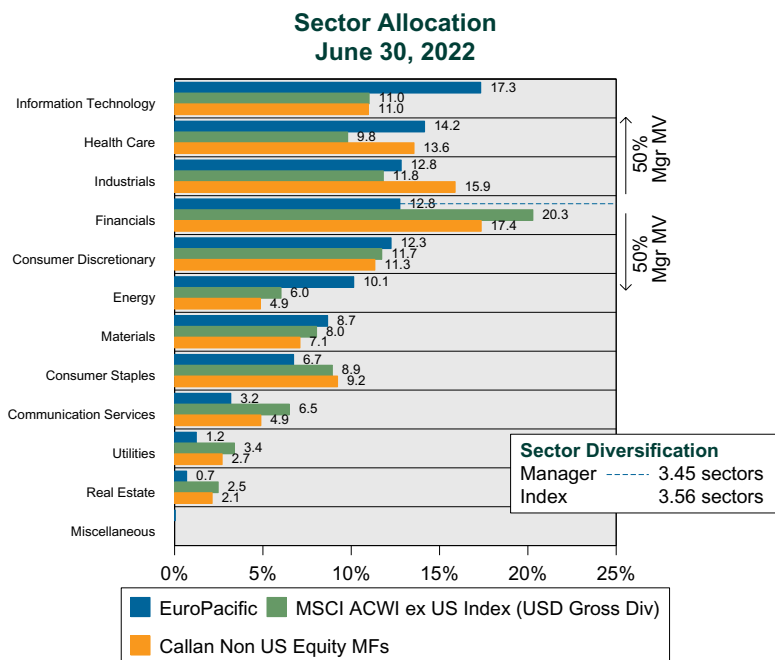
This graph compares the manager's portfolio characteristics with the range of characteristics for the portfolios which make up the manager's style group. This analysis illustrates whether the manager's current holdings are consistent with other managers employing the same style.

Portfolio Characteristics Percentile Rankings Rankings Against Callan Non US Equity Mutual Funds as of June 30, 2022



Sector Weights

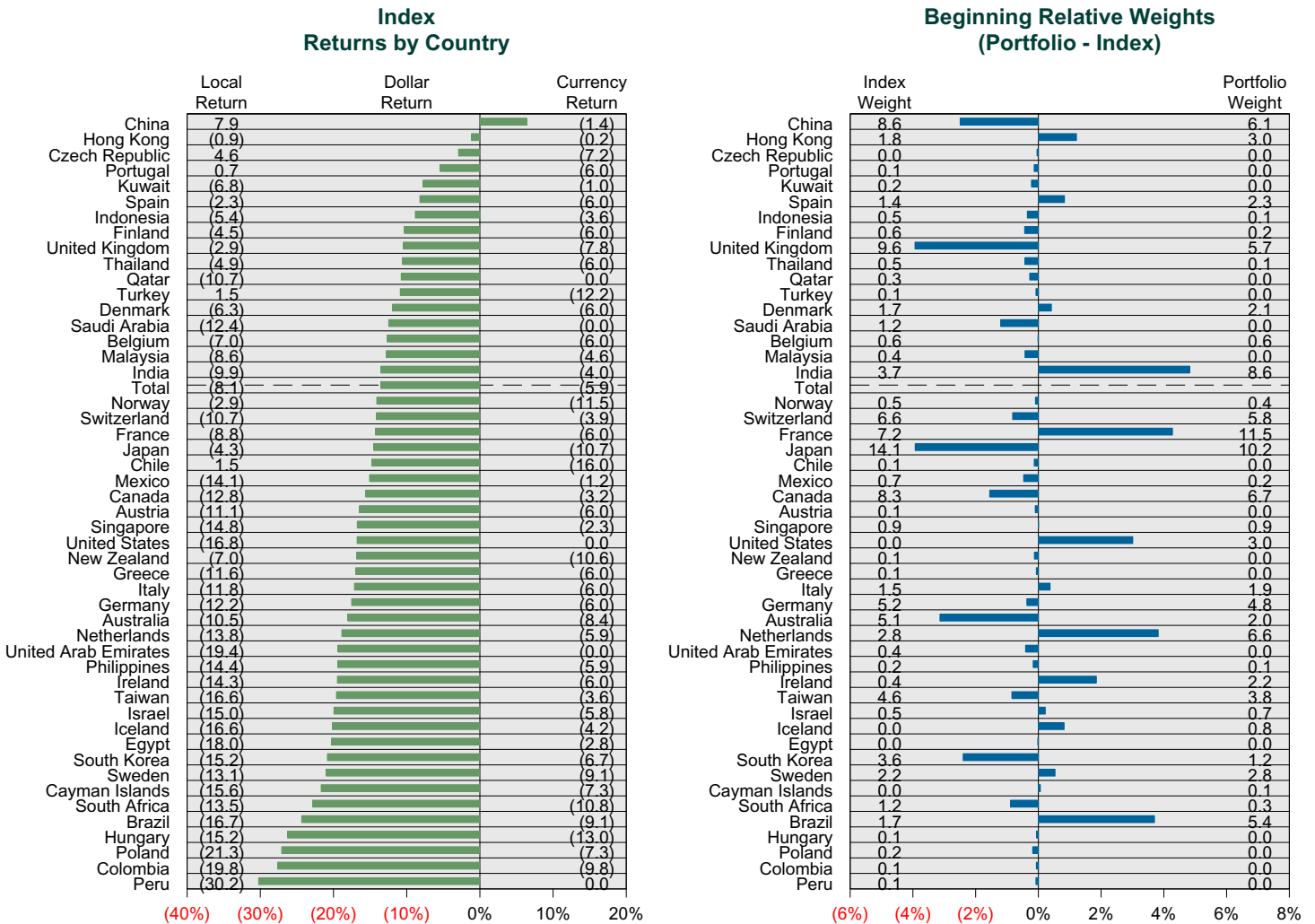
The graph below contrasts the manager's sector weights with those of the benchmark and median sector weights across the members of the peer group. The magnitude of sector weight differences from the index and the manager's sector diversification are also shown. Diversification by number and concentration of holdings are also compared to the benchmark and peer group. Issue Diversification represents by count, and Diversification Ratio by percent, the number of holdings that account for half of the portfolio's market value.



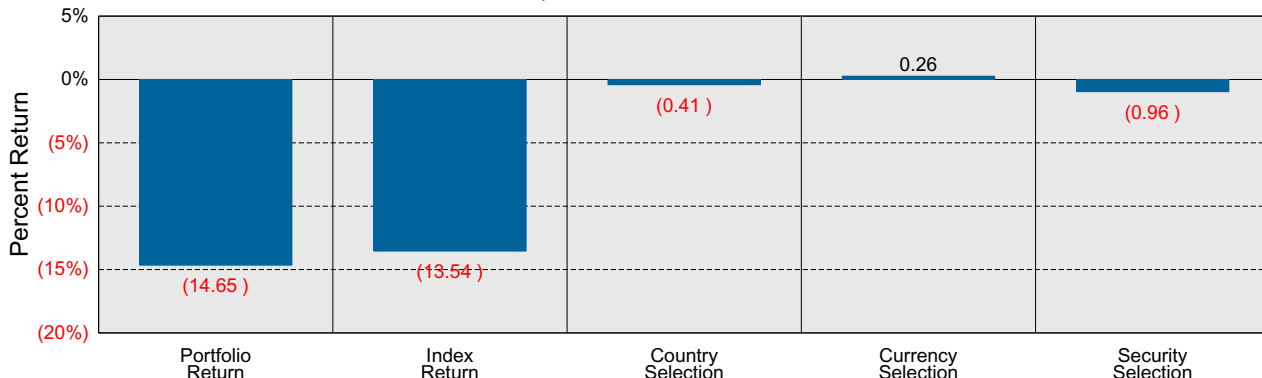
EuroPacific vs MSCI ACWixUS Gross Attribution for Quarter Ended June 30, 2022

International Attribution

The first chart below illustrates the return for each country in the index sorted from high to low. The total return for the index is highlighted with a dotted line. The second chart (countries presented in the same order) illustrates the manager's country allocation decisions relative to the index. To the extent that the manager over-weighted a country that had a higher return than the total return for the index (above the dotted line) it contributes positively to the manager's country (or currency) selection effect. The last chart details the manager return, the index return, and the attribution factors for the quarter.



Attribution Factors for Quarter Ended June 30, 2022



Harbor International Period Ended June 30, 2022

Investment Philosophy

On August 22, 2018, Harbor Funds Board of Trustees appointed Marathon Asset Management LLP (Marathon London) to serve as sub-advisor to the Harbor International Fund, replacing Northern Cross, LLC, effective immediately.

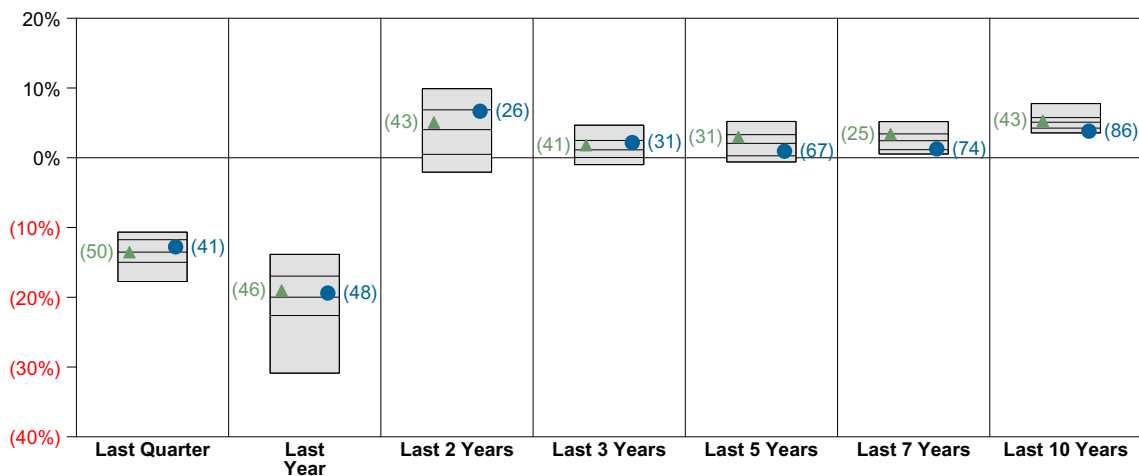
Quarterly Summary and Highlights

- Harbor International's portfolio posted a (12.77)% return for the quarter placing it in the 41 percentile of the Callan Non US Equity Mutual Funds group for the quarter and in the 48 percentile for the last year.
- Harbor International's portfolio outperformed the MSCI ACWIxUS Gross by 0.77% for the quarter and underperformed the MSCI ACWIxUS Gross for the year by 0.38%.

Quarterly Asset Growth

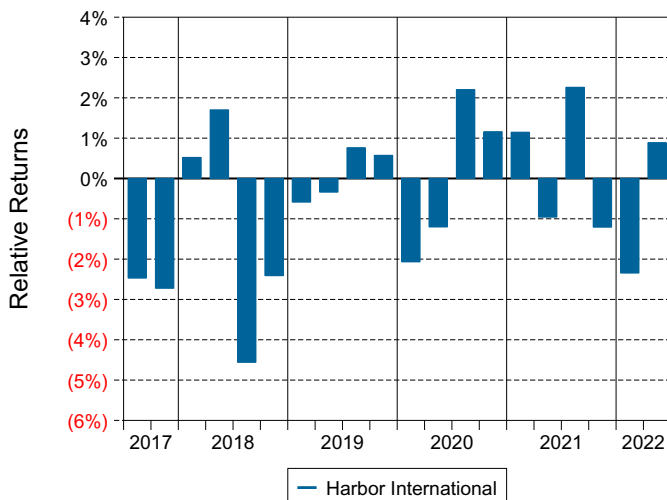
Beginning Market Value	\$33,963,554
Net New Investment	\$0
Investment Gains/(Losses)	\$-4,338,268
Ending Market Value	\$29,625,287

Performance vs Callan Non US Equity Mutual Funds (Net)

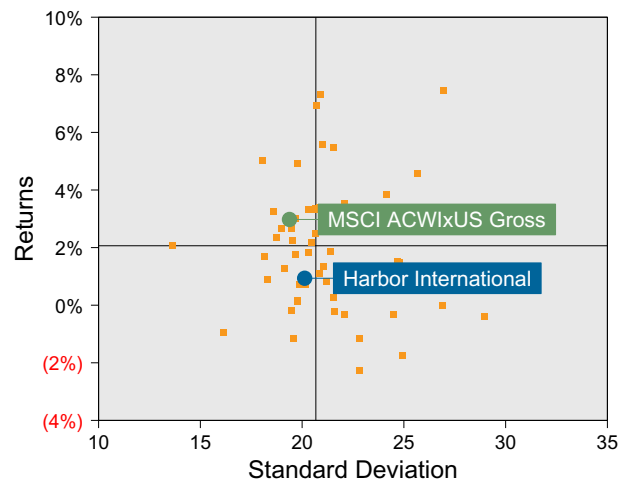


10th Percentile	(10.66)	(13.85)	9.90	4.67	5.21	5.19	7.77
25th Percentile	(11.75)	(16.96)	6.87	2.48	3.31	3.42	5.76
Median	(13.52)	(19.99)	4.03	1.13	2.06	2.45	5.09
75th Percentile	(14.99)	(22.62)	0.49	0.03	0.28	1.16	4.25
90th Percentile	(17.74)	(30.88)	(2.07)	(0.99)	(0.60)	0.54	3.56
Harbor International	● (12.77)	(19.39)	6.67	2.18	0.94	1.26	3.81
MSCI ACWIxUS Gross	▲ (13.54)	(19.01)	5.06	1.81	2.98	3.40	5.31

Relative Return vs MSCI ACWIxUS Gross



Callan Non US Equity Mutual Funds (Net) Annualized Five Year Risk vs Return

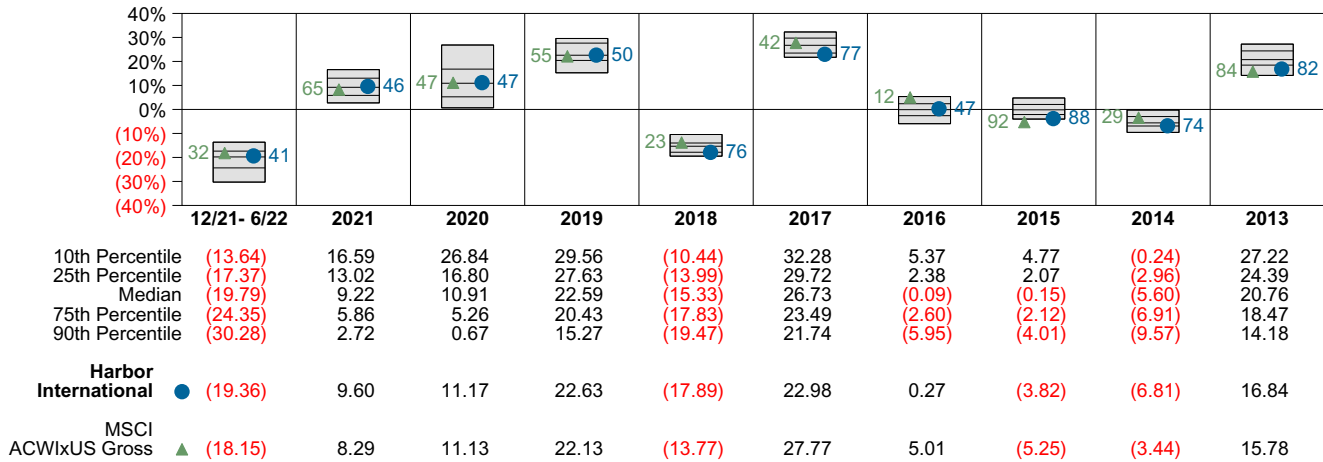


Harbor International Return Analysis Summary

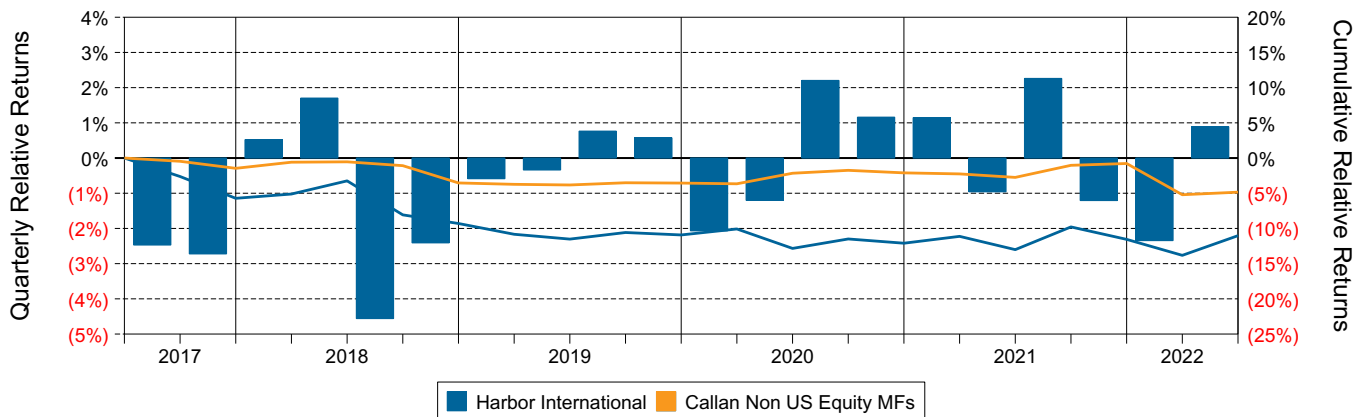
Return Analysis

The graphs below analyze the manager's return on both a risk-adjusted and unadjusted basis. The first chart illustrates the manager's ranking over different periods versus the appropriate style group. The second chart shows the historical quarterly and cumulative manager returns versus the appropriate market benchmark. The last chart illustrates the manager's ranking relative to their style using various risk-adjusted return measures.

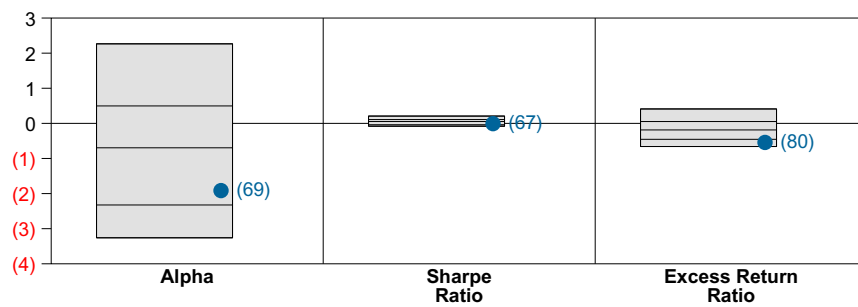
Performance vs Callan Non US Equity Mutual Funds (Net)



Cumulative and Quarterly Relative Returns vs MSCI ACWixUS Gross



Risk Adjusted Return Measures vs MSCI ACWixUS Gross Rankings Against Callan Non US Equity Mutual Funds (Net) Five Years Ended June 30, 2022



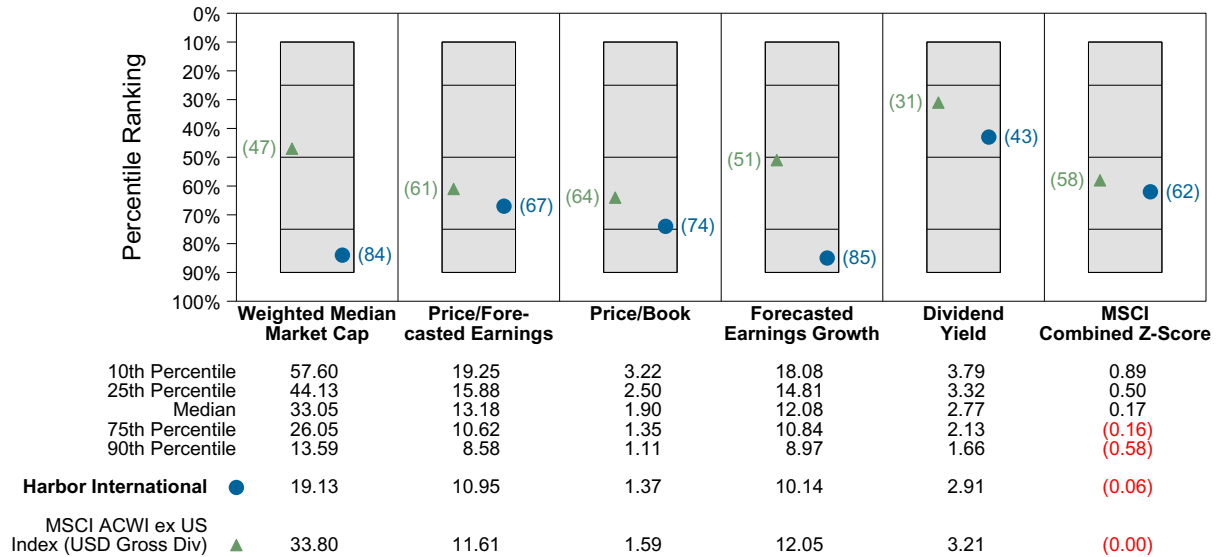
	Alpha	Sharpe Ratio	Excess Return Ratio
10th Percentile	2.27	0.21	0.41
25th Percentile	0.50	0.11	0.05
Median	(0.70)	0.05	(0.19)
75th Percentile	(2.32)	(0.04)	(0.45)
90th Percentile	(3.26)	(0.08)	(0.66)
Harbor International	● (1.92)	(0.01)	(0.54)

Harbor International Equity Characteristics Analysis Summary

Portfolio Characteristics

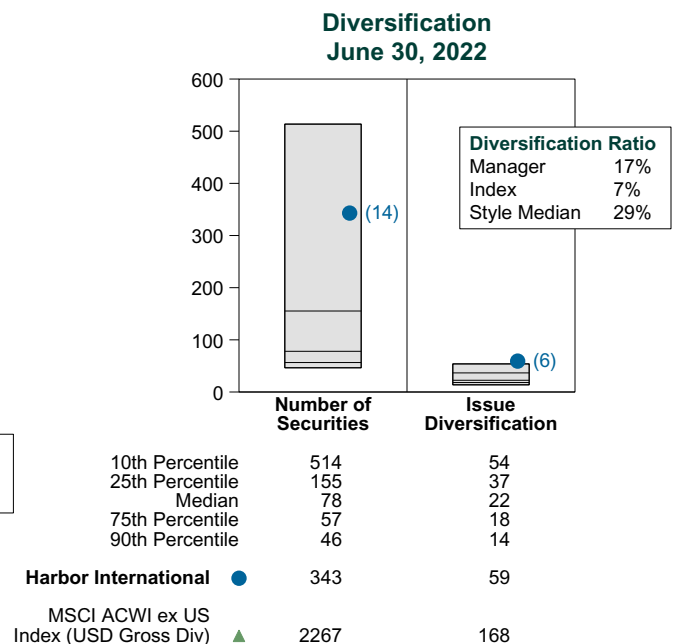
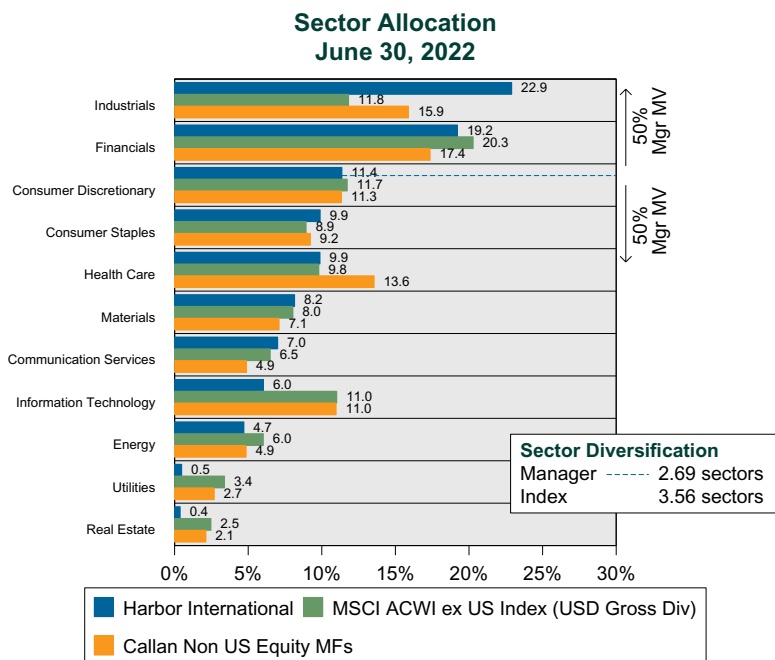
This graph compares the manager's portfolio characteristics with the range of characteristics for the portfolios which make up the manager's style group. This analysis illustrates whether the manager's current holdings are consistent with other managers employing the same style.

Portfolio Characteristics Percentile Rankings Rankings Against Callan Non US Equity Mutual Funds as of June 30, 2022



Sector Weights

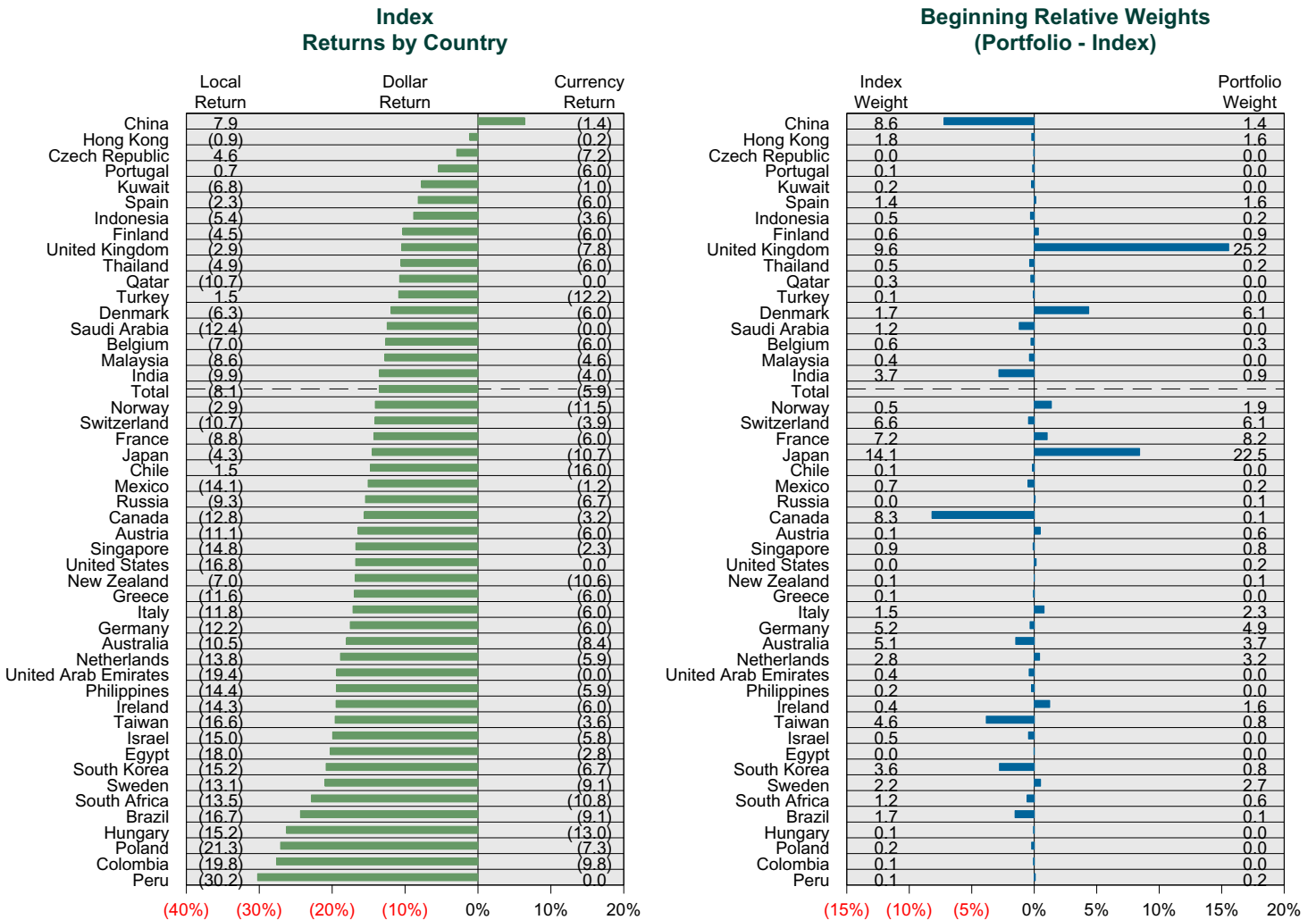
The graph below contrasts the manager's sector weights with those of the benchmark and median sector weights across the members of the peer group. The magnitude of sector weight differences from the index and the manager's sector diversification are also shown. Diversification by number and concentration of holdings are also compared to the benchmark and peer group. Issue Diversification represents by count, and Diversification Ratio by percent, the number of holdings that account for half of the portfolio's market value.



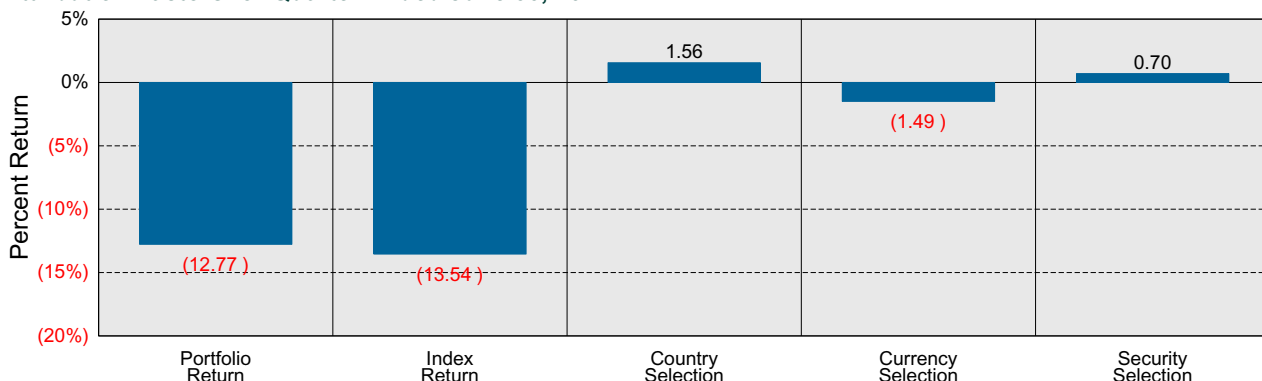
Harbor International vs MSCI ACWIxUS Gross Attribution for Quarter Ended June 30, 2022

International Attribution

The first chart below illustrates the return for each country in the index sorted from high to low. The total return for the index is highlighted with a dotted line. The second chart (countries presented in the same order) illustrates the manager's country allocation decisions relative to the index. To the extent that the manager over-weighted a country that had a higher return than the total return for the index (above the dotted line) it contributes positively to the manager's country (or currency) selection effect. The last chart details the manager return, the index return, and the attribution factors for the quarter.



Attribution Factors for Quarter Ended June 30, 2022



Oakmark International

Period Ended June 30, 2022

Investment Philosophy

Harris International Equity is sub-advised by Oakmark. Oakmark employs a value approach to investing and relies on its in-house research capabilities to build focused portfolios. The investment team purchases international stocks in both established and emerging markets that are selling at a substantial discount to intrinsic value. Unlike some value managers, Oakmark places particular emphasis on a company's ability to generate free cash flow as well as the strength of company management. Stocks are also analyzed in terms of financial strength, the position of the company in its industry, and the attractiveness of the industry. The resulting portfolio is relatively concentrated with between 35-65 holdings (although typical number of holdings has been in the 50-55 range). The portfolio is highly benchmark agnostic and the portfolios risk guidelines are broad. The strategy's exposure to emerging markets varies but is limited to 20% of the portfolio. A company is typically purchased when its discount to intrinsic value is 30% or greater and sold when that discount nears 10% or less. Turnover has typically averaged less than 20% a year, reflecting the investment teams 3-5 year outlook on its holdings. *This fund was converted into a CIT in November 2015.

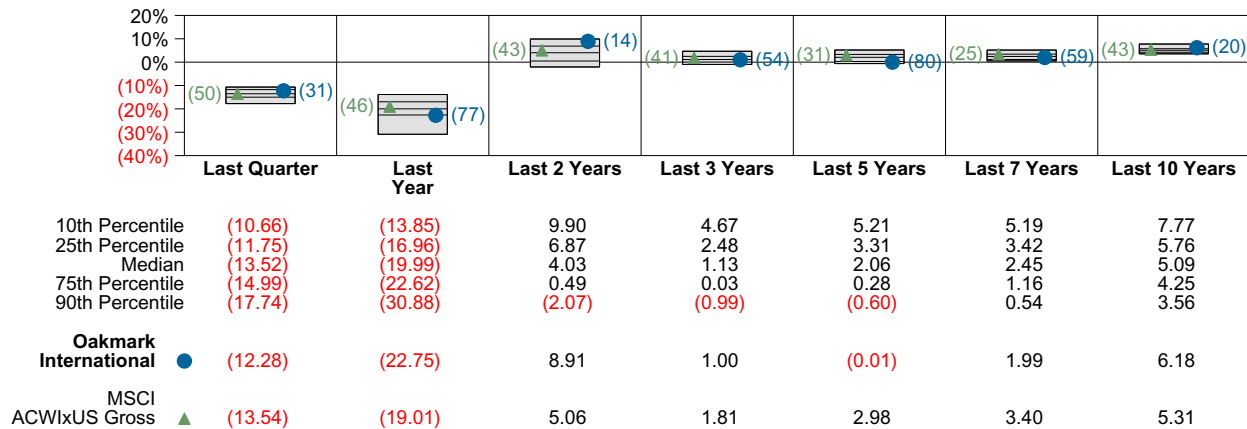
Quarterly Summary and Highlights

- Oakmark International's portfolio posted a (12.28)% return for the quarter placing it in the 31 percentile of the Callan Non US Equity Mutual Funds group for the quarter and in the 77 percentile for the last year.
- Oakmark International's portfolio outperformed the MSCI ACWixUS Gross by 1.26% for the quarter and underperformed the MSCI ACWixUS Gross for the year by 3.73%.

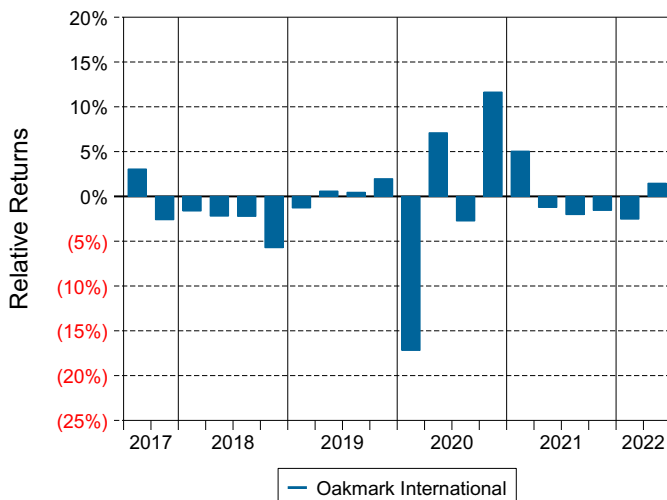
Quarterly Asset Growth

Beginning Market Value	\$32,140,821
Net New Investment	\$0
Investment Gains/(Losses)	\$-3,945,676
Ending Market Value	\$28,195,145

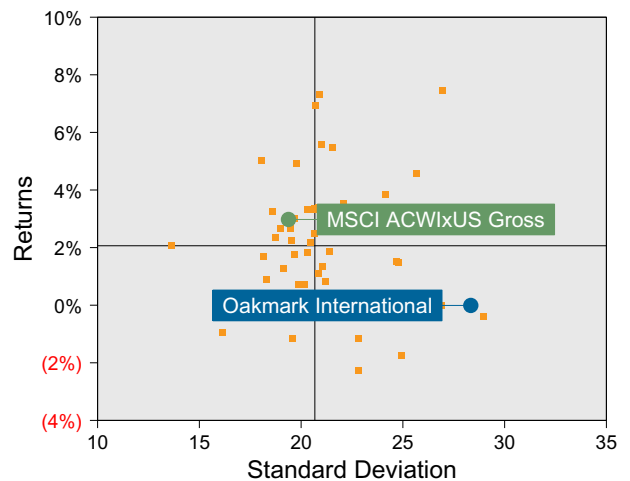
Performance vs Callan Non US Equity Mutual Funds (Net)



Relative Return vs MSCI ACWixUS Gross



Callan Non US Equity Mutual Funds (Net) Annualized Five Year Risk vs Return

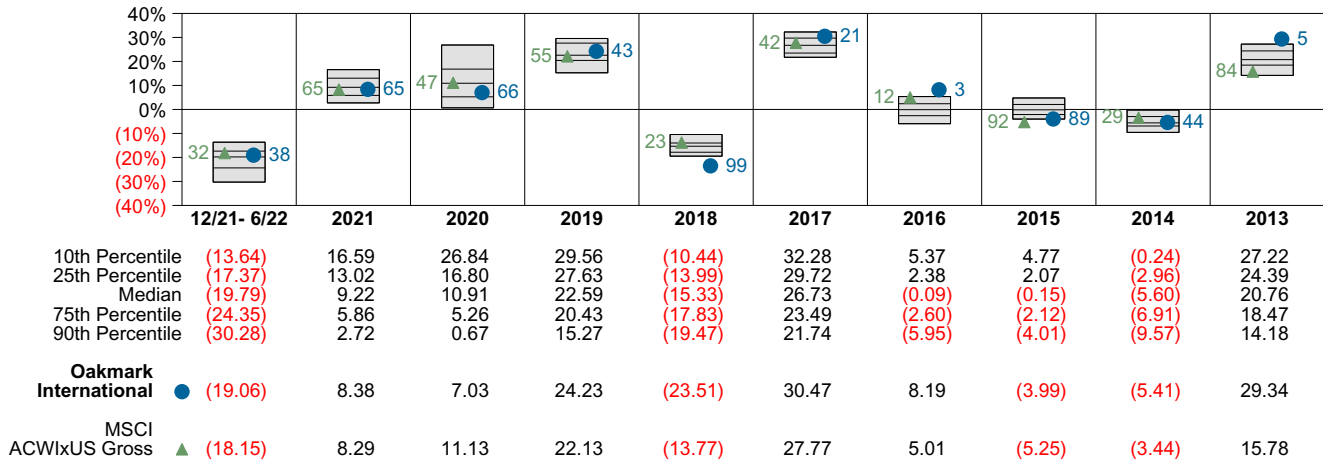


Oakmark International Return Analysis Summary

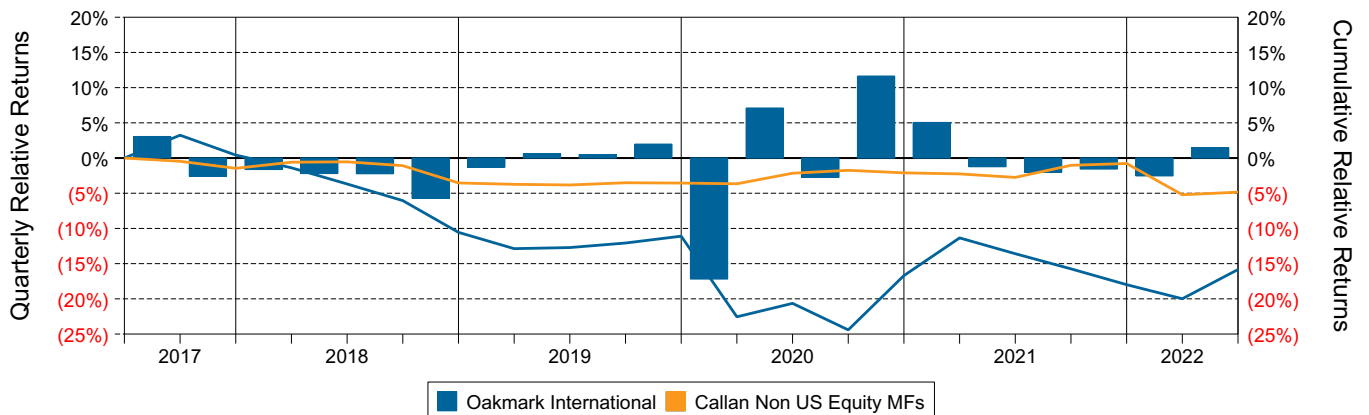
Return Analysis

The graphs below analyze the manager's return on both a risk-adjusted and unadjusted basis. The first chart illustrates the manager's ranking over different periods versus the appropriate style group. The second chart shows the historical quarterly and cumulative manager returns versus the appropriate market benchmark. The last chart illustrates the manager's ranking relative to their style using various risk-adjusted return measures.

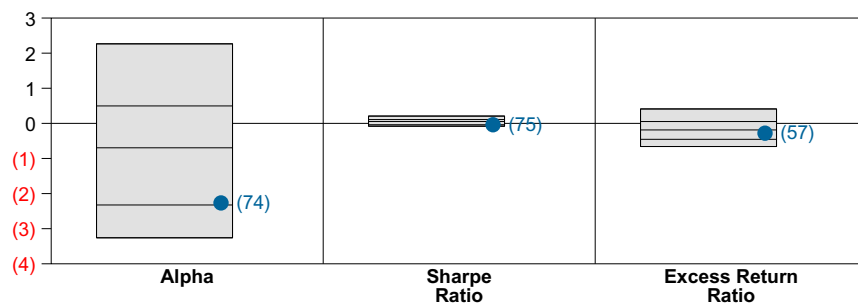
Performance vs Callan Non US Equity Mutual Funds (Net)



Cumulative and Quarterly Relative Returns vs MSCI ACWixUS Gross



Risk Adjusted Return Measures vs MSCI ACWixUS Gross Rankings Against Callan Non US Equity Mutual Funds (Net) Five Years Ended June 30, 2022

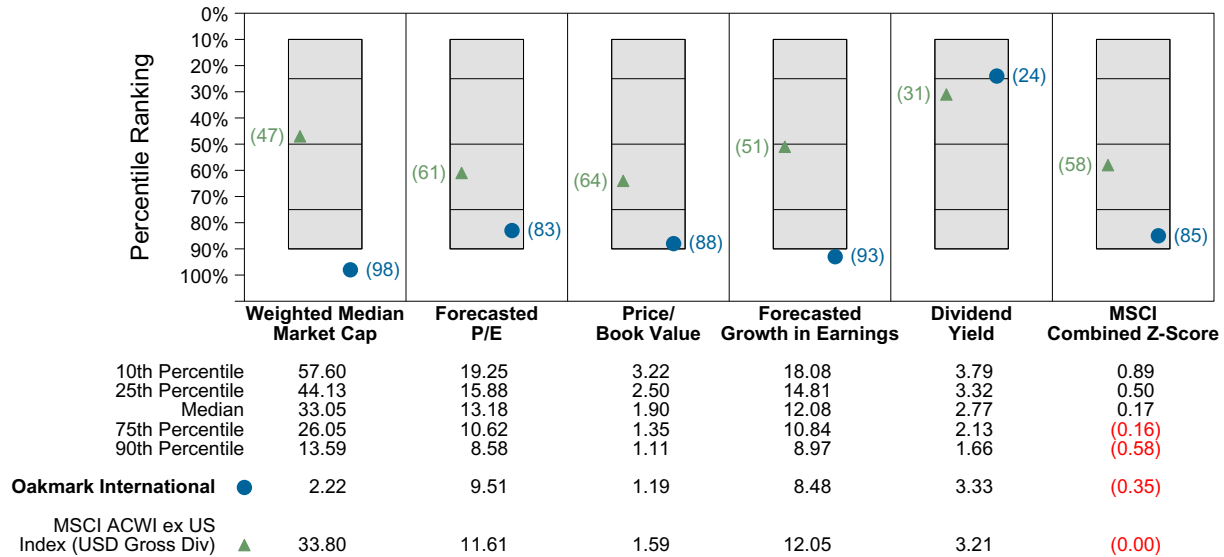


Oakmark International Equity Characteristics Analysis Summary

Portfolio Characteristics

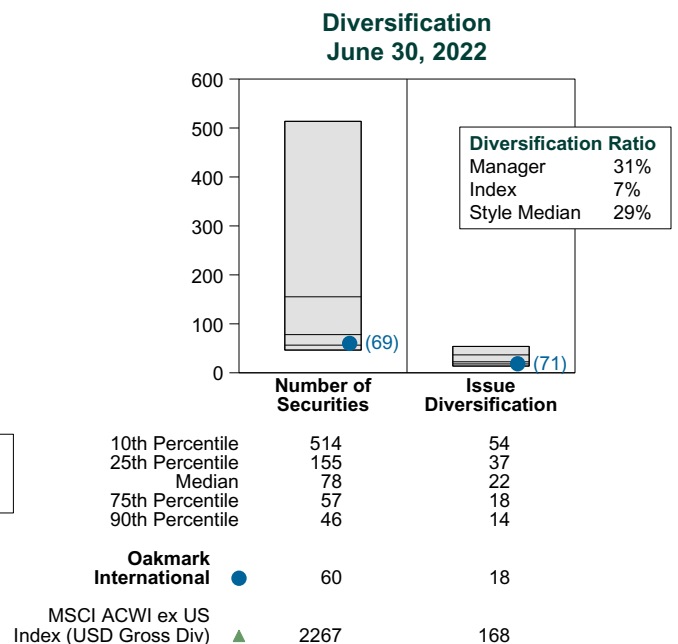
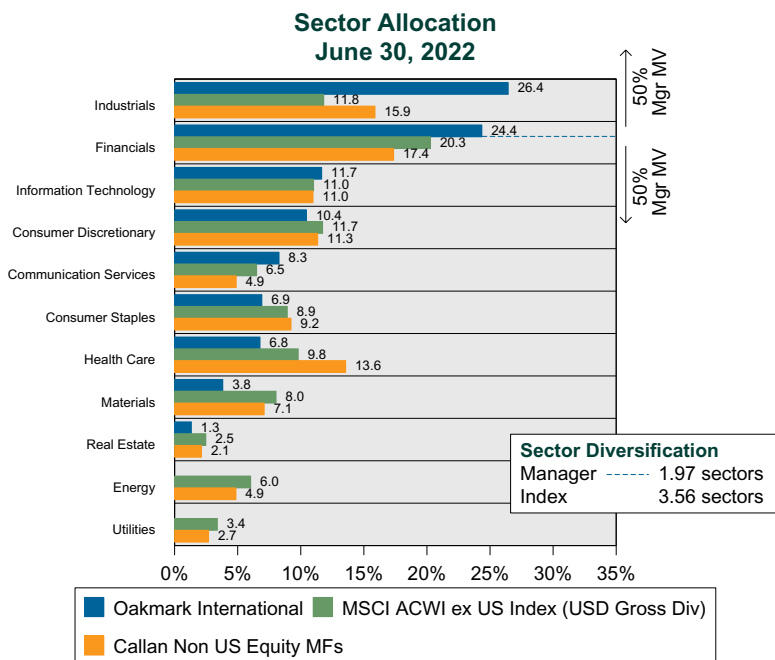
This graph compares the manager's portfolio characteristics with the range of characteristics for the portfolios which make up the manager's style group. This analysis illustrates whether the manager's current holdings are consistent with other managers employing the same style.

Portfolio Characteristics Percentile Rankings Rankings Against Callan Non US Equity Mutual Funds as of June 30, 2022



Sector Weights

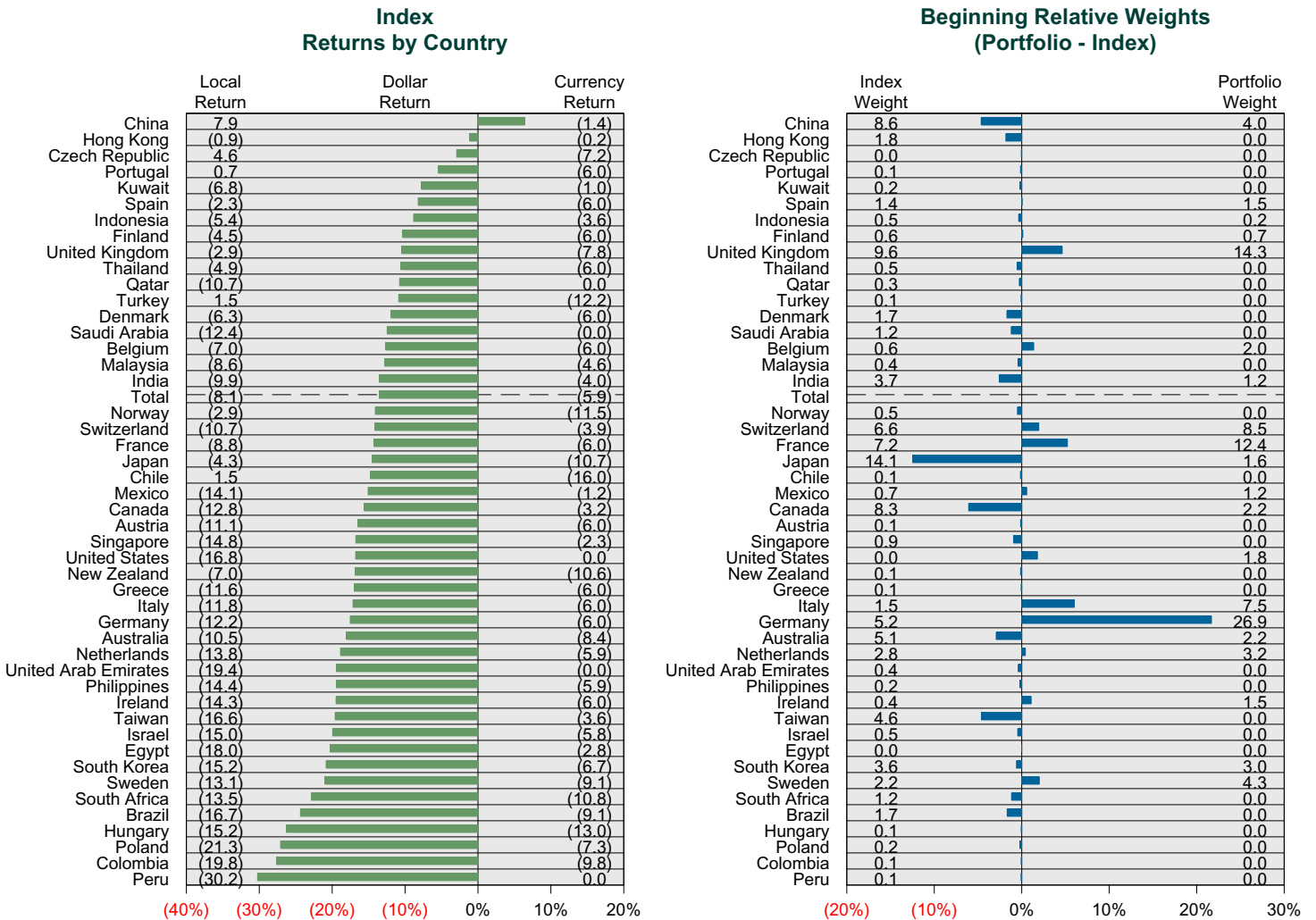
The graph below contrasts the manager's sector weights with those of the benchmark and median sector weights across the members of the peer group. The magnitude of sector weight differences from the index and the manager's sector diversification are also shown. Diversification by number and concentration of holdings are also compared to the benchmark and peer group. Issue Diversification represents by count, and Diversification Ratio by percent, the number of holdings that account for half of the portfolio's market value.



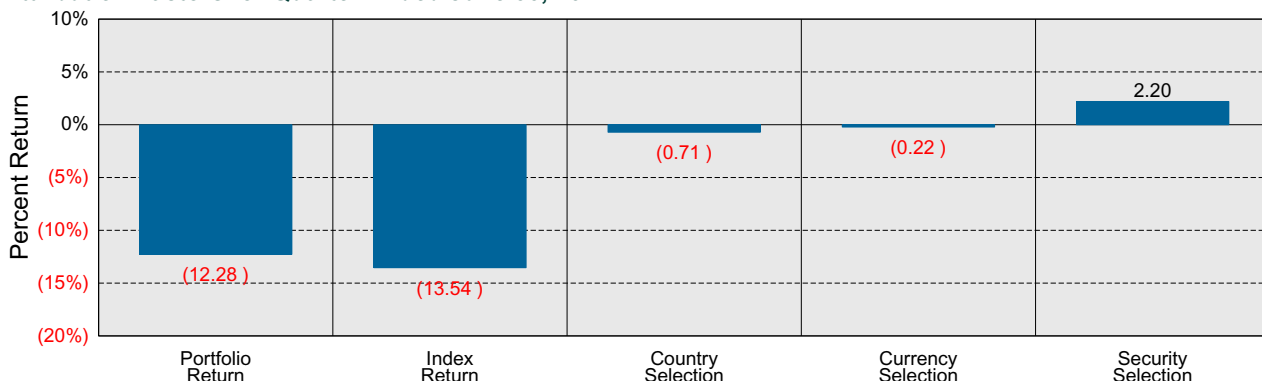
Oakmark International vs MSCI ACWIxUS Gross Attribution for Quarter Ended June 30, 2022

International Attribution

The first chart below illustrates the return for each country in the index sorted from high to low. The total return for the index is highlighted with a dotted line. The second chart (countries presented in the same order) illustrates the manager's country allocation decisions relative to the index. To the extent that the manager over-weighted a country that had a higher return than the total return for the index (above the dotted line) it contributes positively to the manager's country (or currency) selection effect. The last chart details the manager return, the index return, and the attribution factors for the quarter.



Attribution Factors for Quarter Ended June 30, 2022



Mondrian International Period Ended June 30, 2022

Investment Philosophy

Mondrian's value driven investment philosophy is based on the belief that investments need to be evaluated in terms of their fundamental long-term value. In the management of international equity assets, they invest in securities where rigorous dividend discount analysis identifies value in terms of the long term flow of income. Mondrian's management fee is 80 bps on all assets.

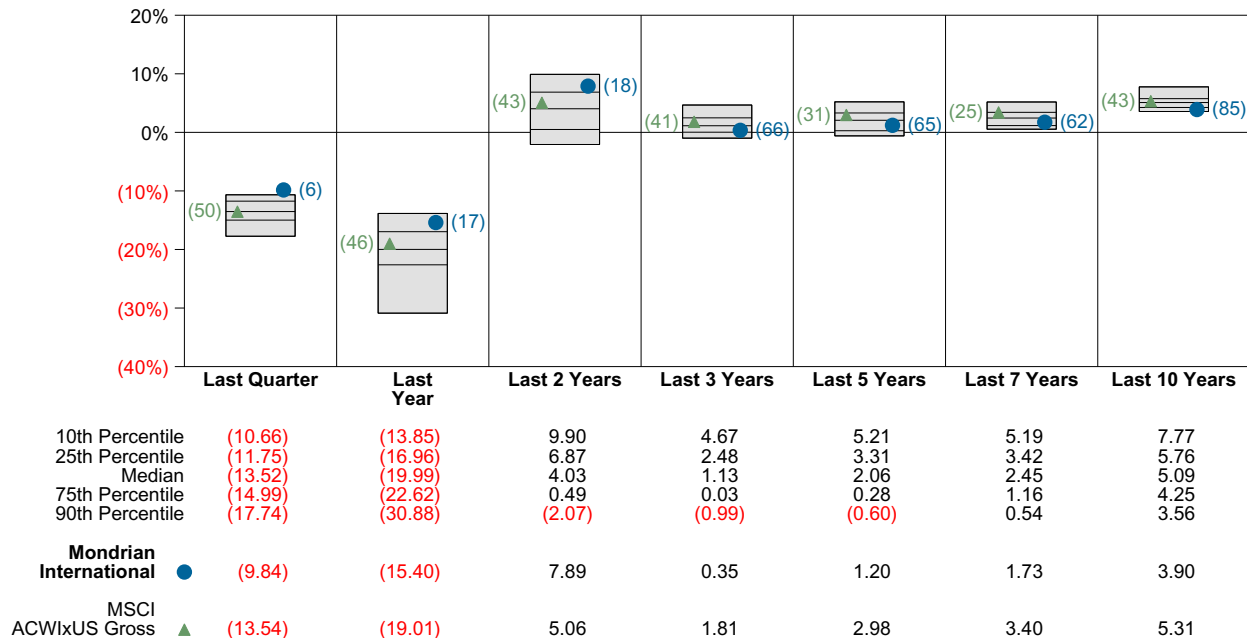
Quarterly Summary and Highlights

- Mondrian International's portfolio posted a (9.84)% return for the quarter placing it in the 6 percentile of the Callan Non US Equity Mutual Funds group for the quarter and in the 17 percentile for the last year.
- Mondrian International's portfolio outperformed the MSCI ACWixUS Gross by 3.71% for the quarter and outperformed the MSCI ACWixUS Gross for the year by 3.61%.

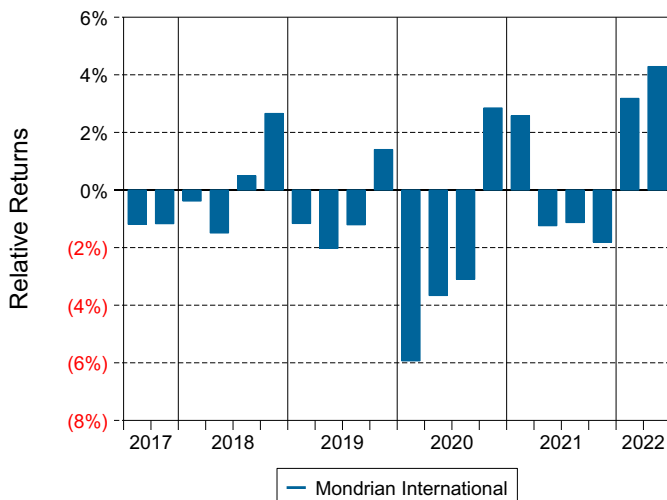
Quarterly Asset Growth

Beginning Market Value	\$32,459,024
Net New Investment	\$0
Investment Gains/(Losses)	\$-3,133,232
Ending Market Value	\$29,325,792

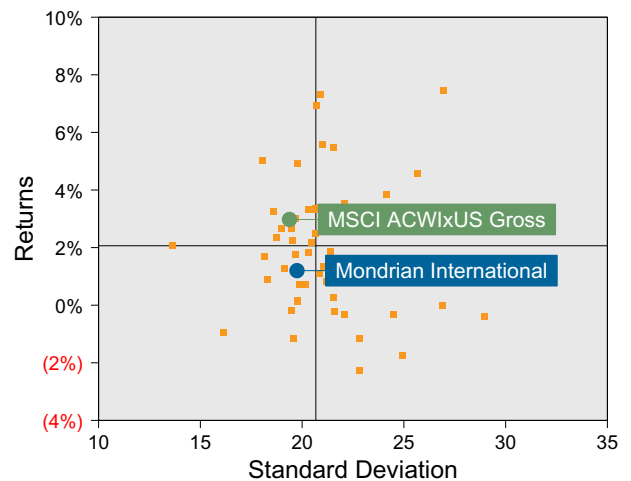
Performance vs Callan Non US Equity Mutual Funds (Net)



Relative Return vs MSCI ACWixUS Gross



Callan Non US Equity Mutual Funds (Net) Annualized Five Year Risk vs Return

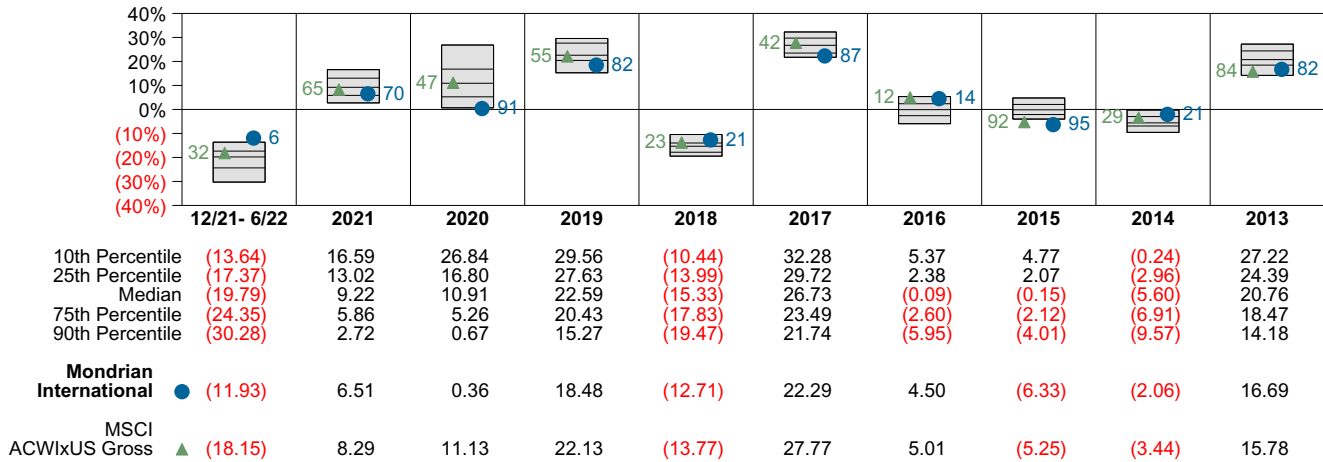


Mondrian International Return Analysis Summary

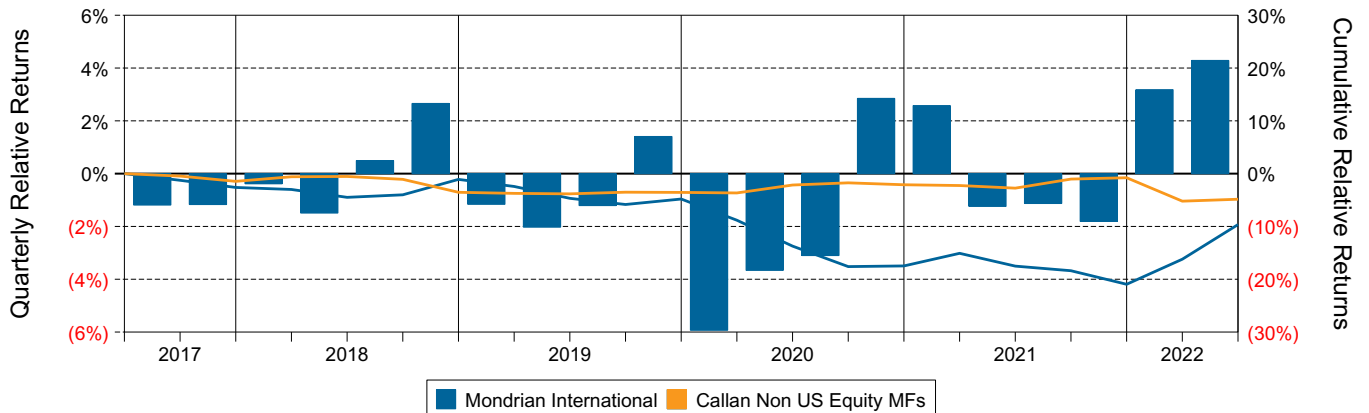
Return Analysis

The graphs below analyze the manager's return on both a risk-adjusted and unadjusted basis. The first chart illustrates the manager's ranking over different periods versus the appropriate style group. The second chart shows the historical quarterly and cumulative manager returns versus the appropriate market benchmark. The last chart illustrates the manager's ranking relative to their style using various risk-adjusted return measures.

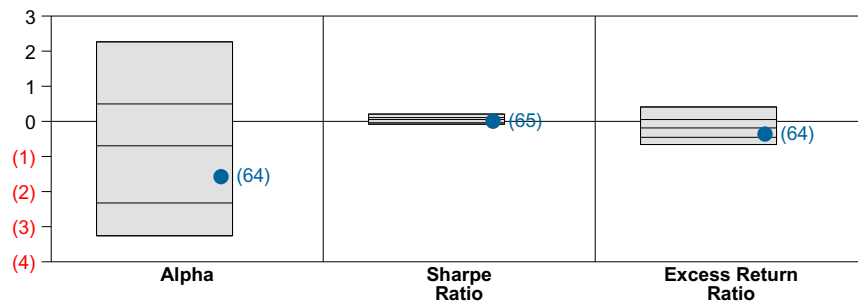
Performance vs Callan Non US Equity Mutual Funds (Net)



Cumulative and Quarterly Relative Returns vs MSCI ACWixUS Gross



Risk Adjusted Return Measures vs MSCI ACWixUS Gross Rankings Against Callan Non US Equity Mutual Funds (Net) Five Years Ended June 30, 2022

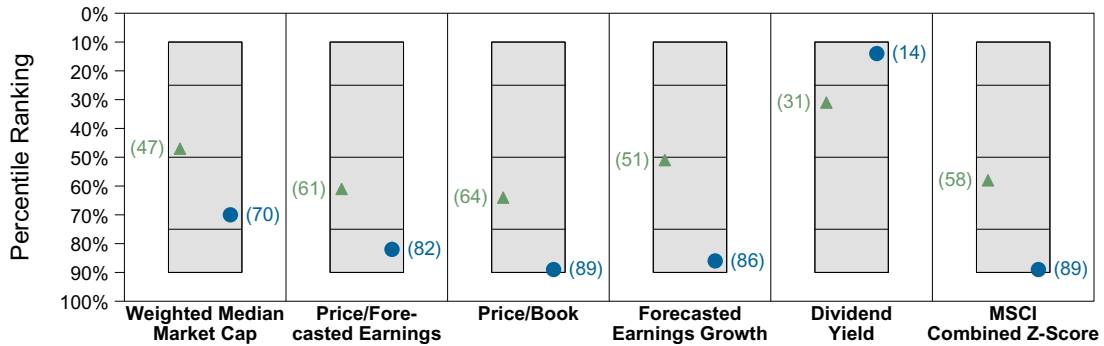


Mondrian International Equity Characteristics Analysis Summary

Portfolio Characteristics

This graph compares the manager's portfolio characteristics with the range of characteristics for the portfolios which make up the manager's style group. This analysis illustrates whether the manager's current holdings are consistent with other managers employing the same style.

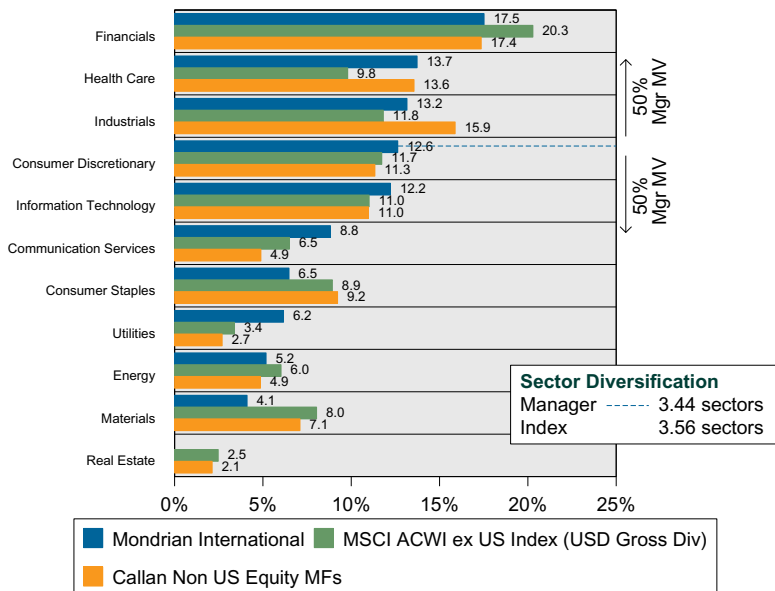
Portfolio Characteristics Percentile Rankings Rankings Against Callan Non US Equity Mutual Funds as of June 30, 2022



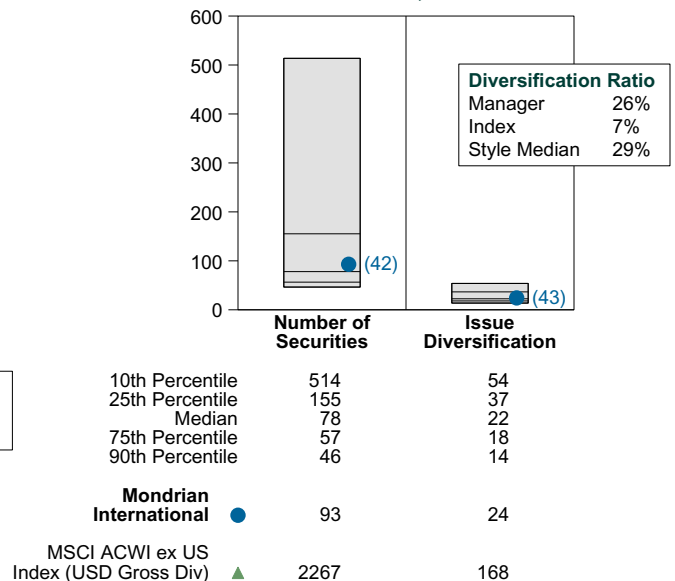
Sector Weights

The graph below contrasts the manager's sector weights with those of the benchmark and median sector weights across the members of the peer group. The magnitude of sector weight differences from the index and the manager's sector diversification are also shown. Diversification by number and concentration of holdings are also compared to the benchmark and peer group. Issue Diversification represents by count, and Diversification Ratio by percent, the number of holdings that account for half of the portfolio's market value.

Sector Allocation June 30, 2022



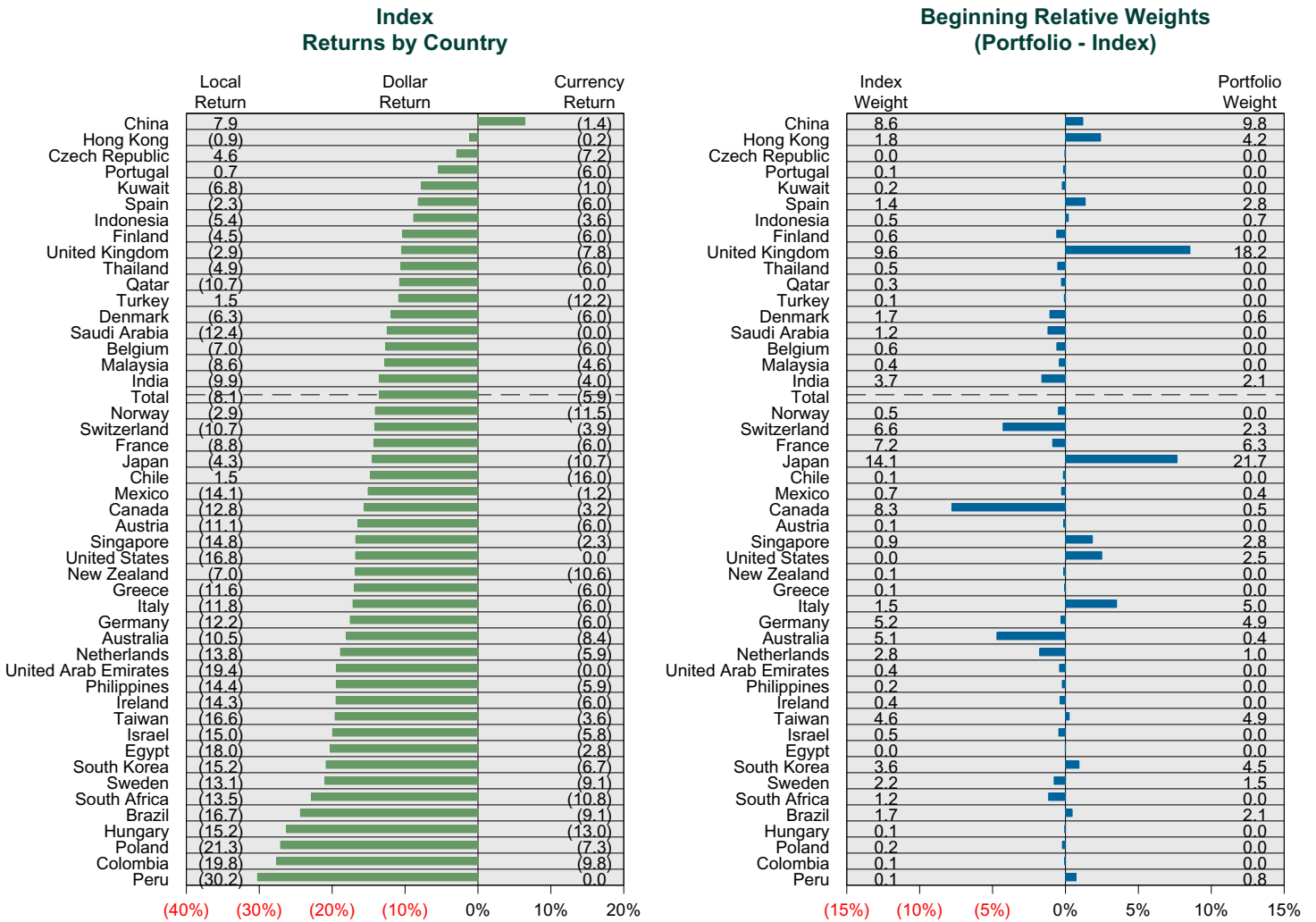
Diversification June 30, 2022



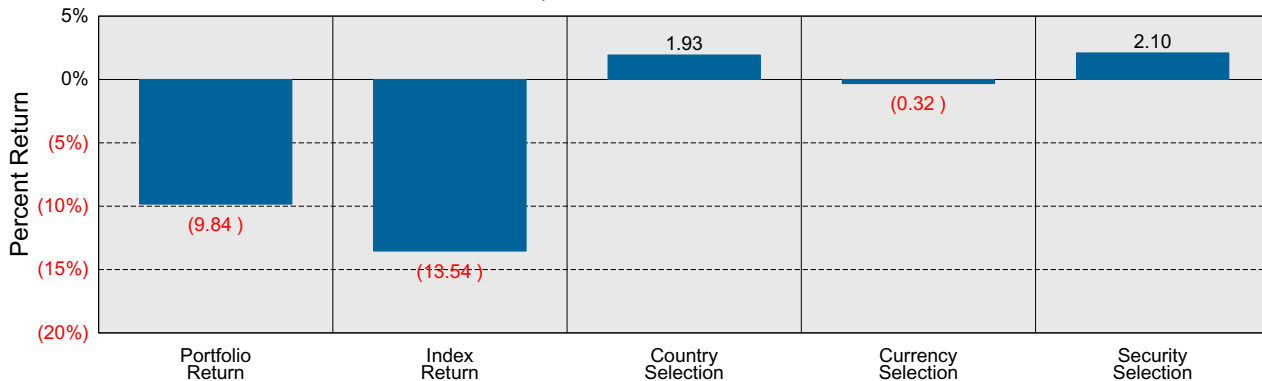
Mondrian International vs MSCI ACWixUS Gross Attribution for Quarter Ended June 30, 2022

International Attribution

The first chart below illustrates the return for each country in the index sorted from high to low. The total return for the index is highlighted with a dotted line. The second chart (countries presented in the same order) illustrates the manager's country allocation decisions relative to the index. To the extent that the manager over-weighted a country that had a higher return than the total return for the index (above the dotted line) it contributes positively to the manager's country (or currency) selection effect. The last chart details the manager return, the index return, and the attribution factors for the quarter.



Attribution Factors for Quarter Ended June 30, 2022



T. Rowe Price Intl Small Cap Period Ended June 30, 2022

Investment Philosophy

T. Rowe's International Small Cap strategy has been managed within a multi-portfolio manager structure with regional responsibilities since inception. The group has been incredibly stable, however, in 2021 Ben Griffiths took on the leadership role of the team from previous portfolio manager, Justin Thomson, who was elevated to head of T. Rowe's International Equity division. Fortunately, Griffiths has been a member of the team since 2006 and well equipped to take over. The investment process focuses on finding high quality businesses that can generate performance beyond a business cycle. The team takes a long-term approach to identify 200 to 250 stocks for the portfolio, diversified across sectors and regions. Historical results are impressive as the portfolio's investments in compounding growth companies have done well, although the strategy may struggle in commodity-driven and/or cyclical regimes. Portfolio was funded September 2017. Historical returns are that of the manager's composite.

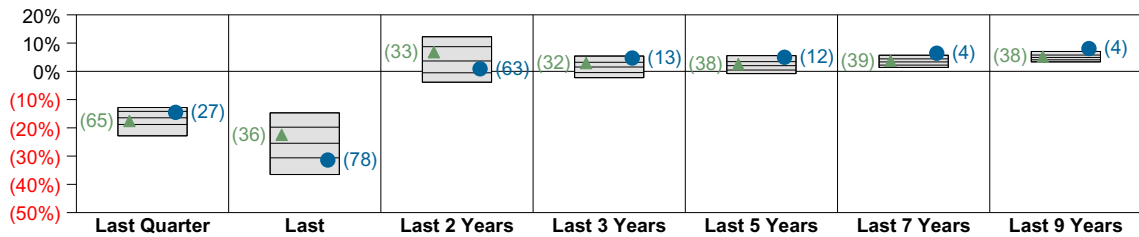
Quarterly Summary and Highlights

- T. Rowe Price Intl Small Cap's portfolio posted a (14.52)% return for the quarter placing it in the 27 percentile of the Callan International Small Cap Mut Funds group for the quarter and in the 78 percentile for the last year.
- T. Rowe Price Intl Small Cap's portfolio outperformed the MSCI ACWI ex US Small Cap by 3.03% for the quarter and underperformed the MSCI ACWI ex US Small Cap for the year by 8.95%.

Quarterly Asset Growth

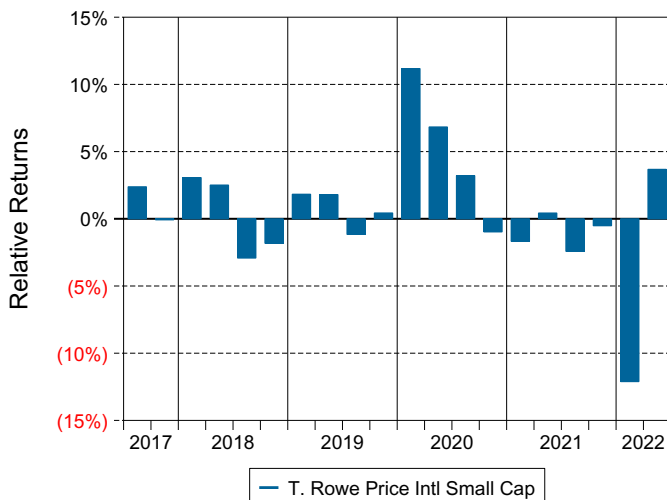
Beginning Market Value	\$23,261,260
Net New Investment	\$0
Investment Gains/(Losses)	\$-3,376,634
Ending Market Value	\$19,884,625

Performance vs Callan International Small Cap Mut Funds (Net)

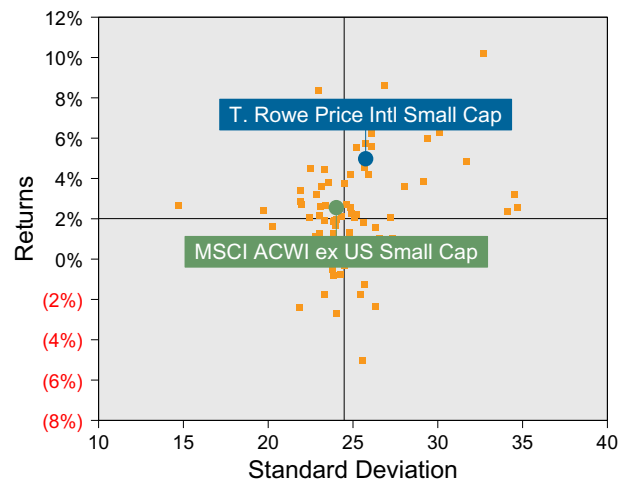


	Last Quarter	Last Year	Last 2 Years	Last 3 Years	Last 5 Years	Last 7 Years	Last 9 Years
T. Rowe Price Intl Small Cap	(14.52)	(31.40)	0.90	4.71	4.98	6.41	8.06
MSCI ACWI ex US Small Cap	(17.55)	(22.45)	6.79	2.94	2.55	3.71	5.19

Relative Returns vs MSCI ACWI ex US Small Cap



Callan International Small Cap Mut Funds (Net) Annualized Five Year Risk vs Return

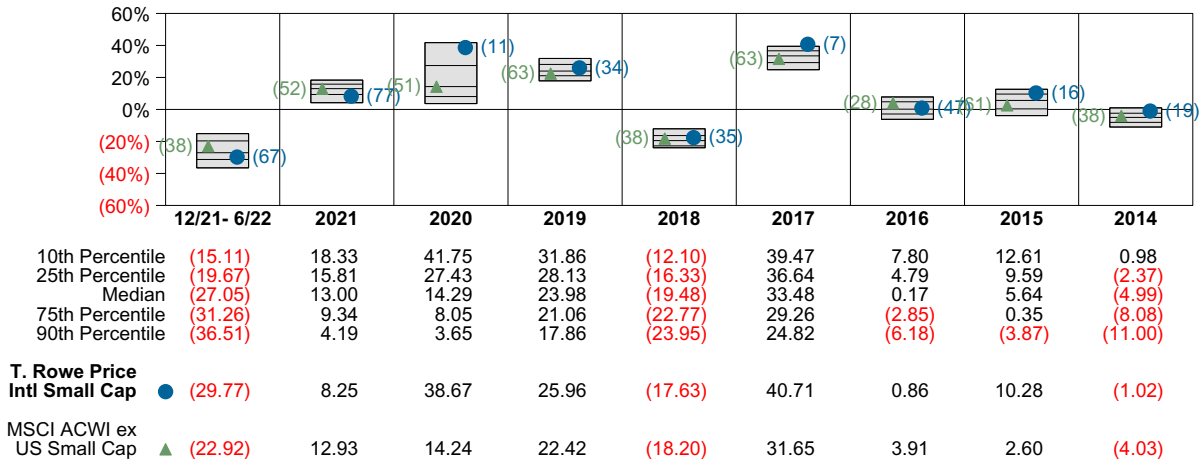


T. Rowe Price Intl Small Cap Return Analysis Summary

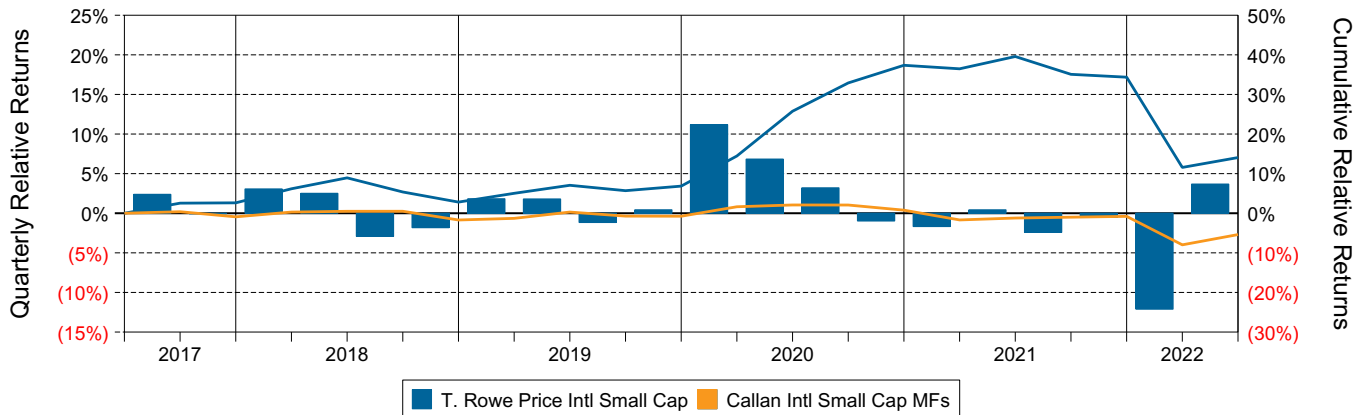
Return Analysis

The graphs below analyze the manager's return on both a risk-adjusted and unadjusted basis. The first chart illustrates the manager's ranking over different periods versus the appropriate style group. The second chart shows the historical quarterly and cumulative manager returns versus the appropriate market benchmark. The last chart illustrates the manager's ranking relative to their style using various risk-adjusted return measures.

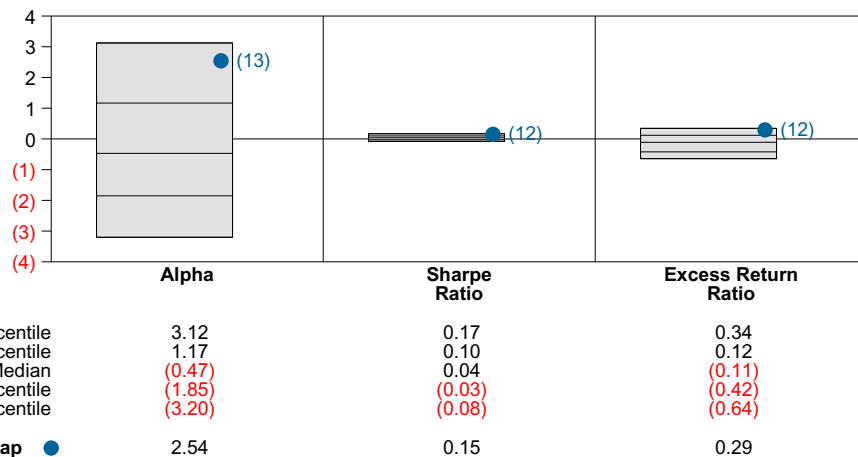
Performance vs Callan International Small Cap Mut Funds (Net)



Cumulative and Quarterly Relative Returns vs MSCI ACWI ex US Small Cap



Risk Adjusted Return Measures vs MSCI ACWI ex US Small Cap Rankings Against Callan International Small Cap Mut Funds (Net) Five Years Ended June 30, 2022



T. Rowe Price Intl Small Cap Equity Characteristics Analysis Summary

Portfolio Characteristics

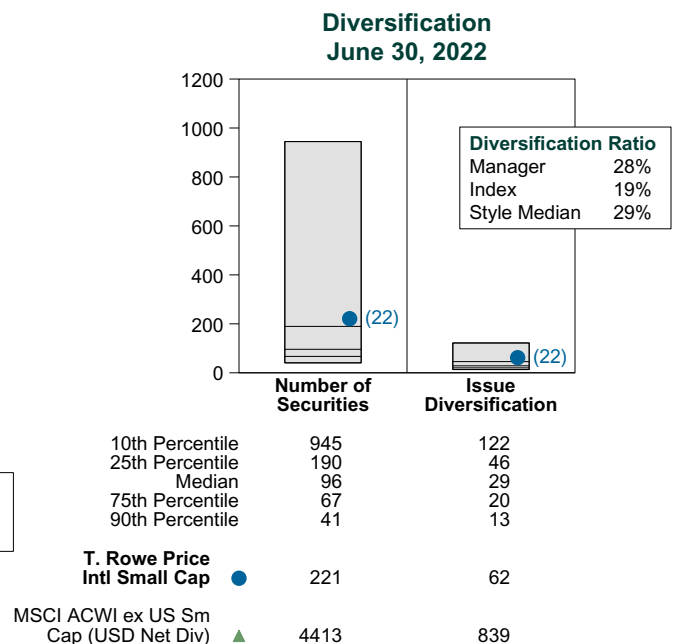
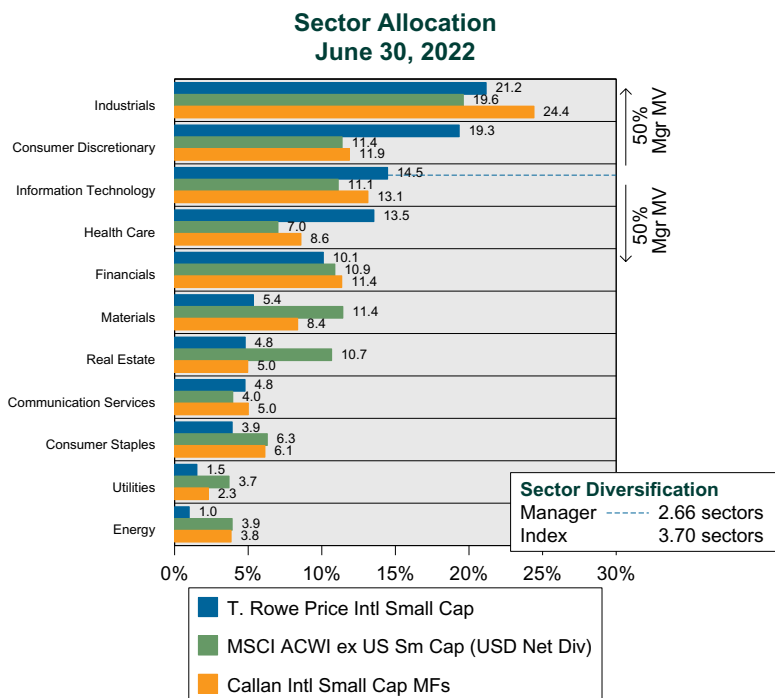
This graph compares the manager's portfolio characteristics with the range of characteristics for the portfolios which make up the manager's style group. This analysis illustrates whether the manager's current holdings are consistent with other managers employing the same style.

Portfolio Characteristics Percentile Rankings Rankings Against Callan International Small Cap Mut Funds as of June 30, 2022



Sector Weights

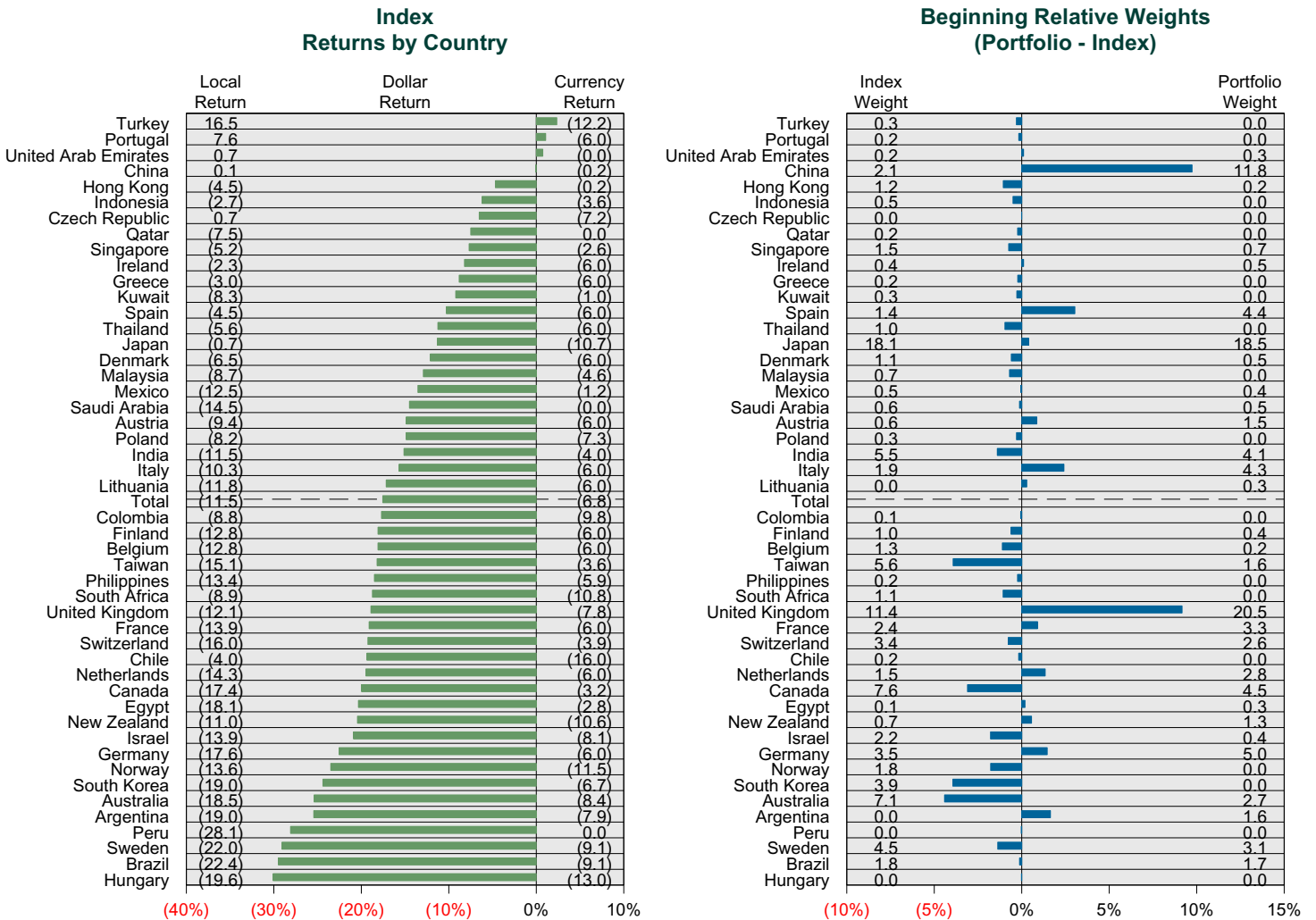
The graph below contrasts the manager's sector weights with those of the benchmark and median sector weights across the members of the peer group. The magnitude of sector weight differences from the index and the manager's sector diversification are also shown. Diversification by number and concentration of holdings are also compared to the benchmark and peer group. Issue Diversification represents by count, and Diversification Ratio by percent, the number of holdings that account for half of the portfolio's market value.



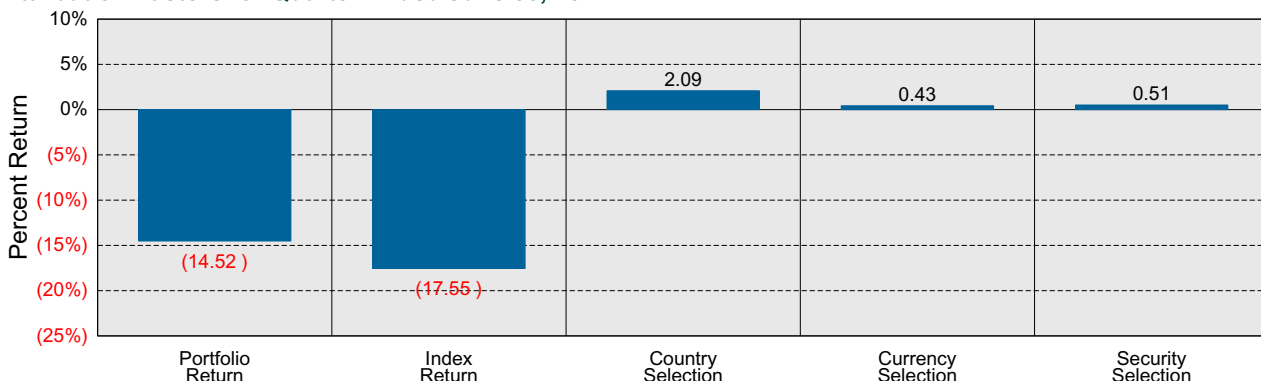
T. Rowe Price Intl Small Cap vs MSCI ACWI ex US Small Cap Attribution for Quarter Ended June 30, 2022

International Attribution

The first chart below illustrates the return for each country in the index sorted from high to low. The total return for the index is highlighted with a dotted line. The second chart (countries presented in the same order) illustrates the manager's country allocation decisions relative to the index. To the extent that the manager over-weighted a country that had a higher return than the total return for the index (above the dotted line) it contributes positively to the manager's country (or currency) selection effect. The last chart details the manager return, the index return, and the attribution factors for the quarter.



Attribution Factors for Quarter Ended June 30, 2022



NinetyOne

Period Ended June 30, 2022

Investment Philosophy

Ninety One North America's 4Factor Equity team believes that share prices are driven by four key attributes over time and investing in companies that display these characteristics will drive long-term performance. They look to invest in high quality, attractively valued companies, which are improving operating performance and receiving increasing investor attention. These four factors (i.e., Strategy, Value, Earnings, and Technicals) are confirmed as performance drivers by academic research, empirical testing and intuitive reasoning. They believe that each factor can be a source of outperformance but in combination they are intended to produce more stable returns over the market cycle. Ninety One North America's management fee is 80 bps on all assets. The portfolio was funded June 2017. Historical returns are that of the manager's composite.

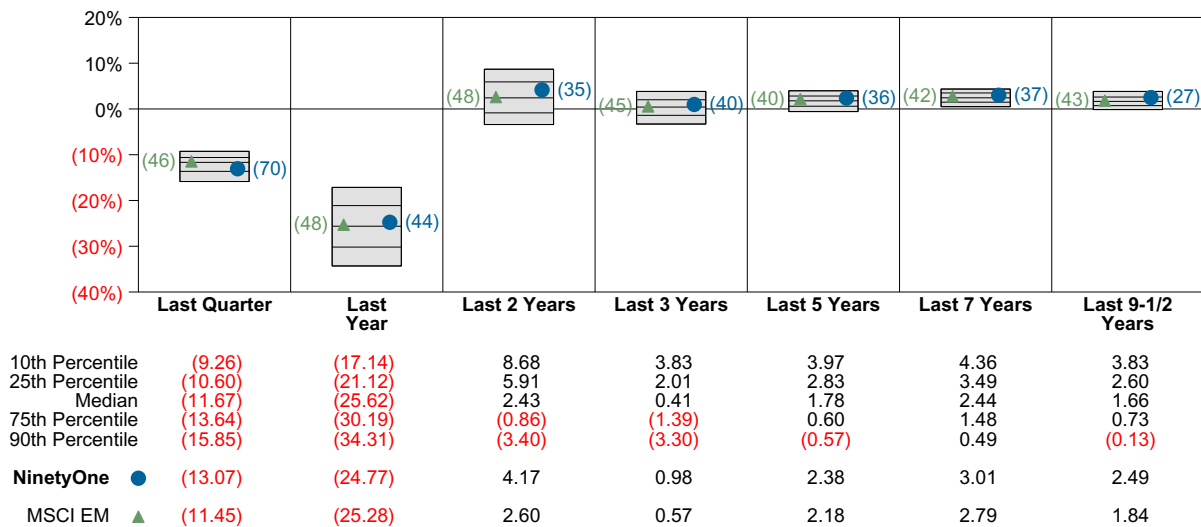
Quarterly Summary and Highlights

- NinetyOne's portfolio posted a (13.07)% return for the quarter placing it in the 70 percentile of the Morningstar Diversified Emg Mkts Fds group for the quarter and in the 44 percentile for the last year.
- NinetyOne's portfolio underperformed the MSCI EM by 1.62% for the quarter and outperformed the MSCI EM for the year by 0.52%.

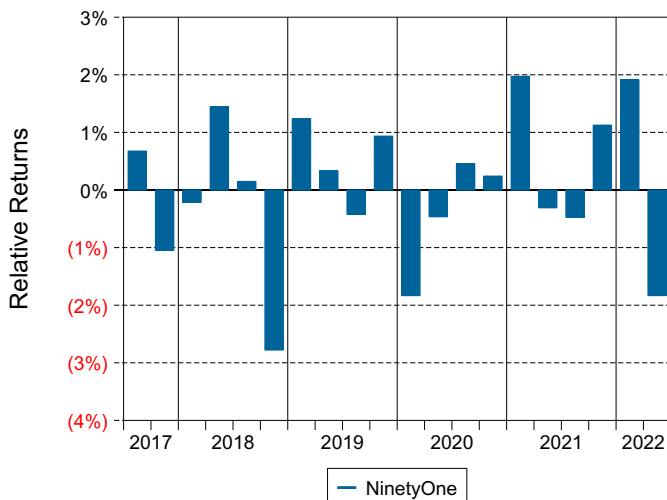
Quarterly Asset Growth

Beginning Market Value	\$16,374,639
Net New Investment	\$0
Investment Gains/(Losses)	\$-2,111,461
Ending Market Value	\$14,263,178

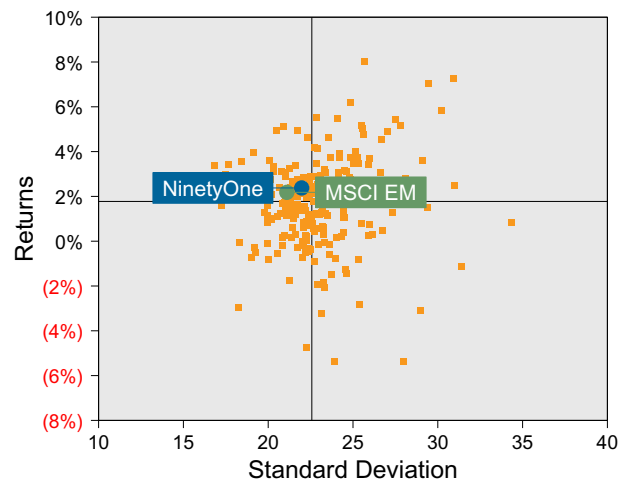
Performance vs Morningstar Diversified Emg Mkts Fds (Net)



Relative Return vs MSCI EM



Morningstar Diversified Emg Mkts Fds (Net) Annualized Five Year Risk vs Return

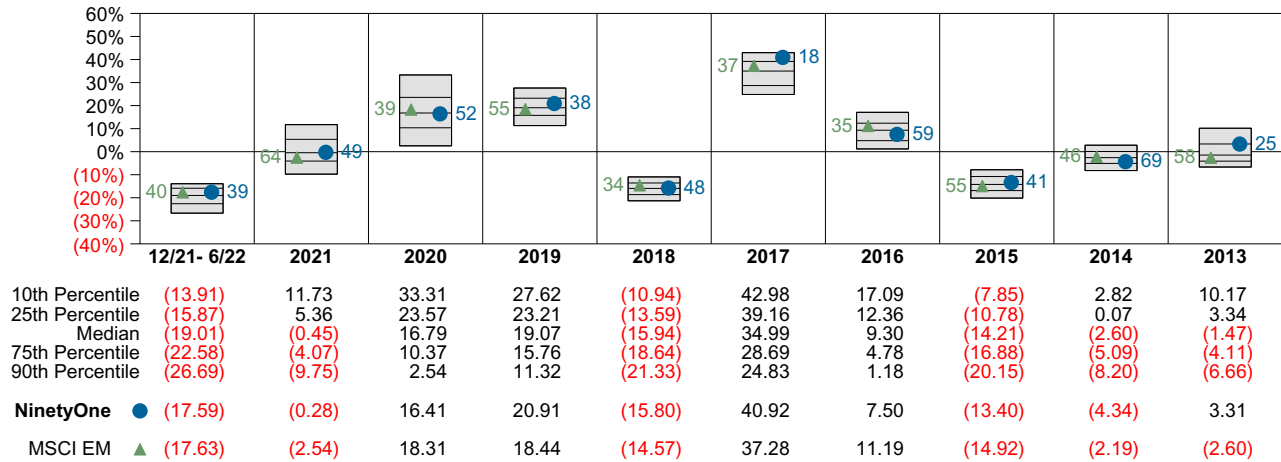


NinetyOne Return Analysis Summary

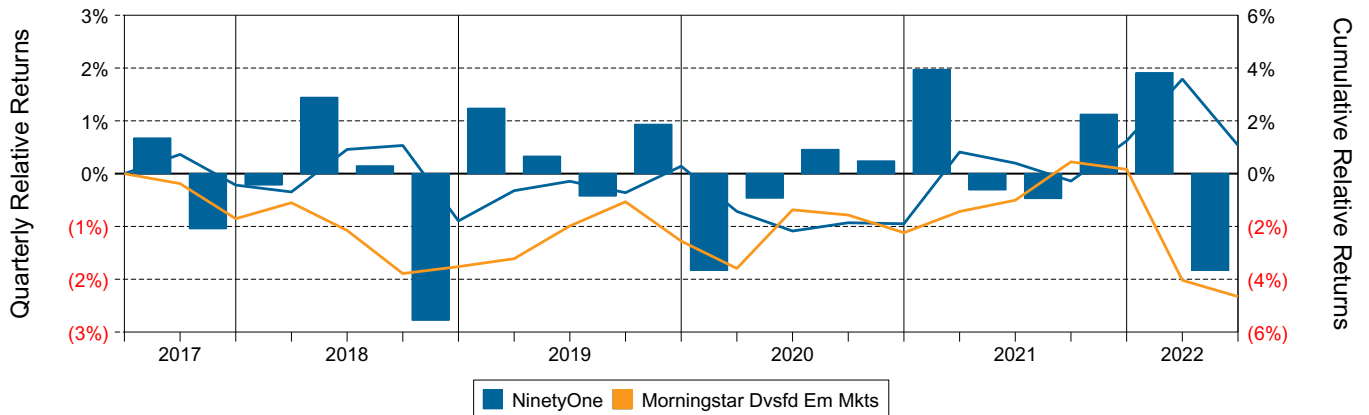
Return Analysis

The graphs below analyze the manager's return on both a risk-adjusted and unadjusted basis. The first chart illustrates the manager's ranking over different periods versus the appropriate style group. The second chart shows the historical quarterly and cumulative manager returns versus the appropriate market benchmark. The last chart illustrates the manager's ranking relative to their style using various risk-adjusted return measures.

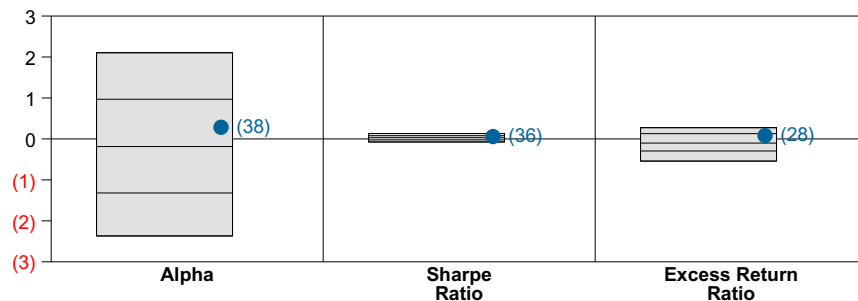
Performance vs Morningstar Diversified Emg Mkts Fds (Net)



Cumulative and Quarterly Relative Returns vs MSCI EM



Risk Adjusted Return Measures vs MSCI EM Rankings Against Morningstar Diversified Emg Mkts Fds (Net) Five Years Ended June 30, 2022

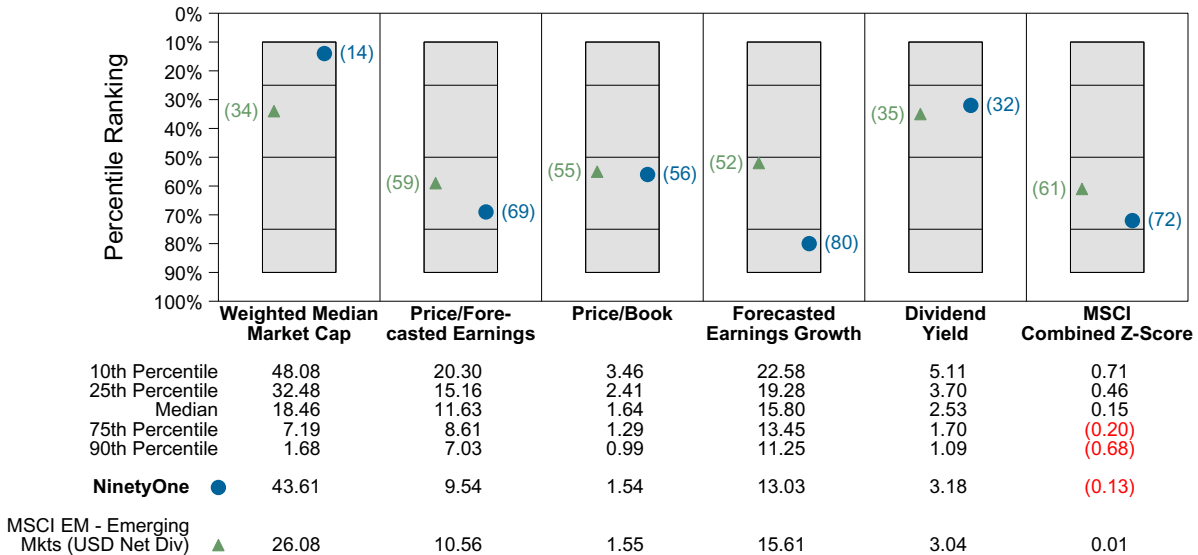


NinetyOne Equity Characteristics Analysis Summary

Portfolio Characteristics

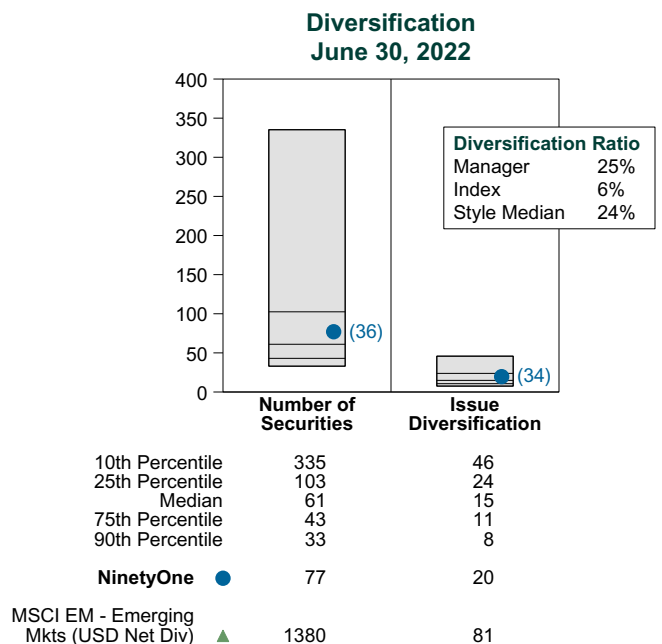
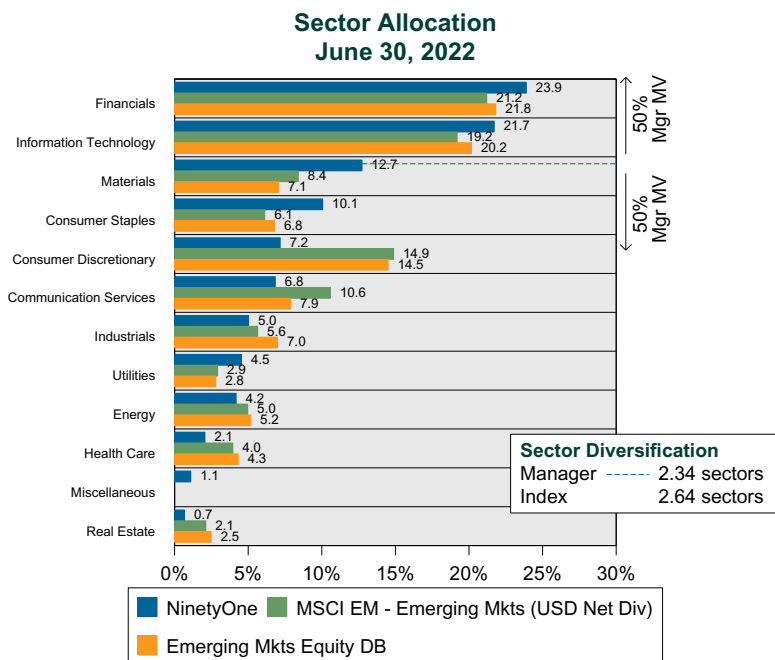
This graph compares the manager's portfolio characteristics with the range of characteristics for the portfolios which make up the manager's style group. This analysis illustrates whether the manager's current holdings are consistent with other managers employing the same style.

Portfolio Characteristics Percentile Rankings Rankings Against Emerging Markets Equity DB as of June 30, 2022



Sector Weights

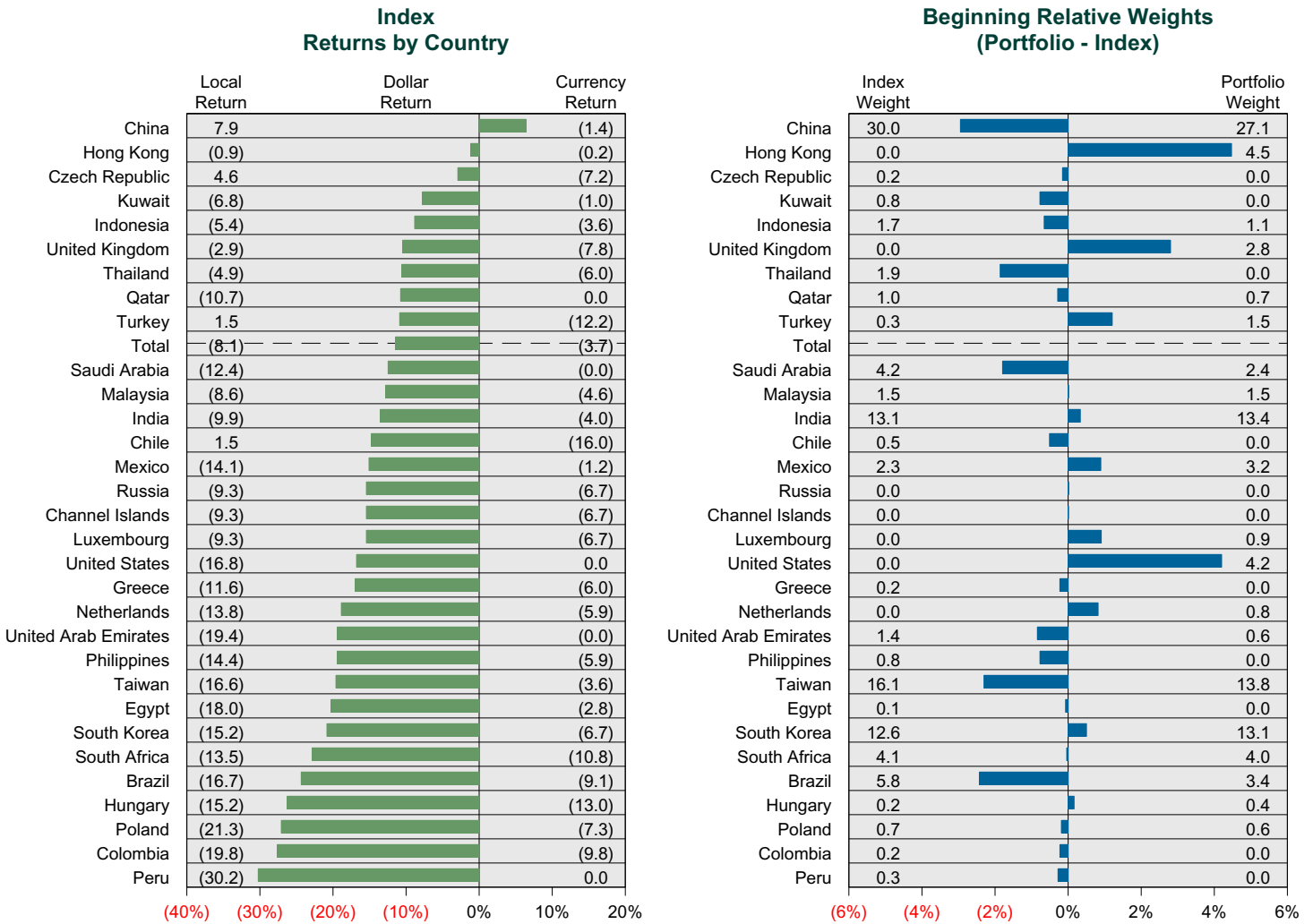
The graph below contrasts the manager's sector weights with those of the benchmark and median sector weights across the members of the peer group. The magnitude of sector weight differences from the index and the manager's sector diversification are also shown. Diversification by number and concentration of holdings are also compared to the benchmark and peer group. Issue Diversification represents by count, and Diversification Ratio by percent, the number of holdings that account for half of the portfolio's market value.



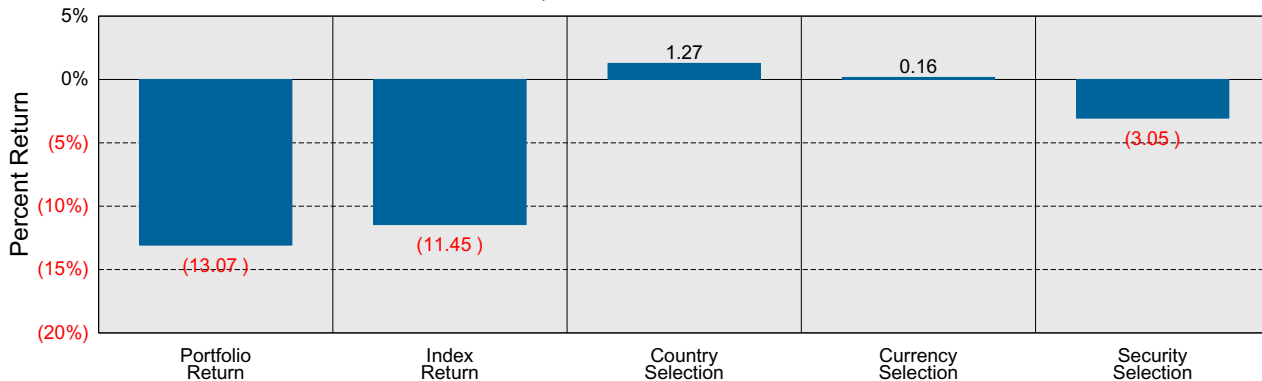
NinetyOne vs MSCI EM Attribution for Quarter Ended June 30, 2022

International Attribution

The first chart below illustrates the return for each country in the index sorted from high to low. The total return for the index is highlighted with a dotted line. The second chart (countries presented in the same order) illustrates the manager's country allocation decisions relative to the index. To the extent that the manager over-weighted a country that had a higher return than the total return for the index (above the dotted line) it contributes positively to the manager's country (or currency) selection effect. The last chart details the manager return, the index return, and the attribution factors for the quarter.



Attribution Factors for Quarter Ended June 30, 2022



Domestic Fixed Income Composite Period Ended June 30, 2022

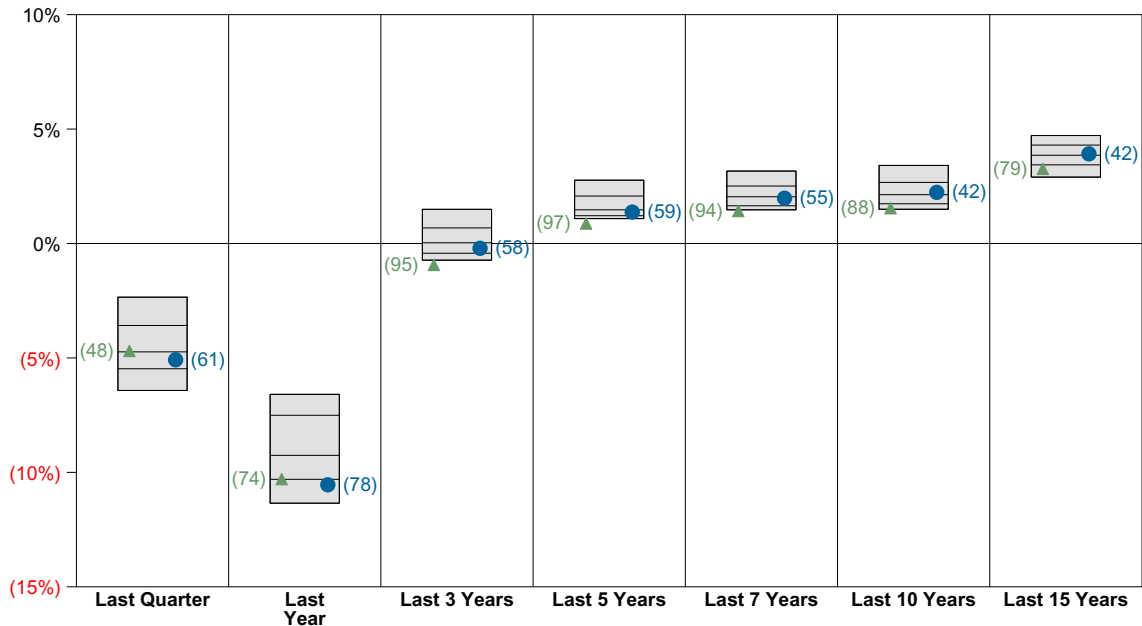
Quarterly Summary and Highlights

- Domestic Fixed Income Composite's portfolio posted a (5.08)% return for the quarter placing it in the 61 percentile of the Public Fund - Domestic Fixed group for the quarter and in the 78 percentile for the last year.
- Domestic Fixed Income Composite's portfolio underperformed the Blmbg Aggregate by 0.39% for the quarter and underperformed the Blmbg Aggregate for the year by 0.25%.

Quarterly Asset Growth

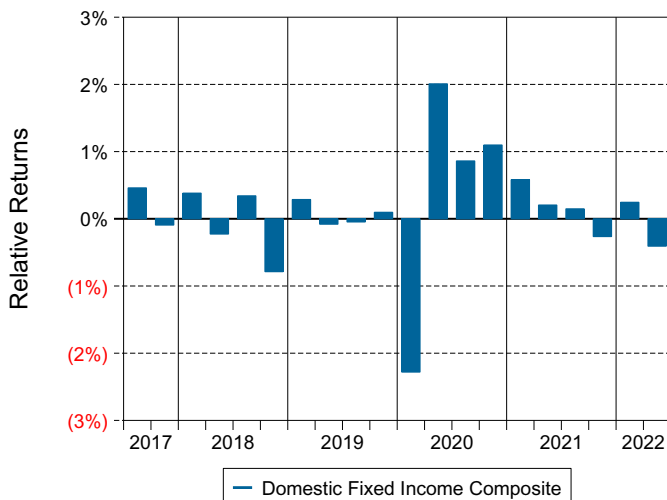
Beginning Market Value	\$140,531,354
Net New Investment	\$-7,675,000
Investment Gains/(Losses)	\$-7,163,265
Ending Market Value	\$125,693,089

Performance vs Public Fund - Domestic Fixed (Net)

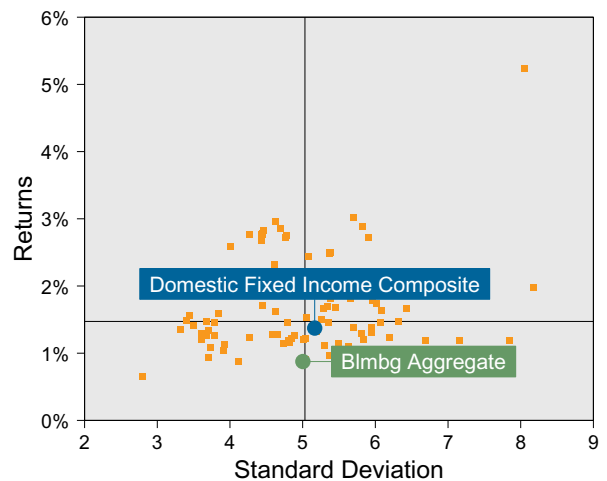


10th Percentile	(2.34)	(6.59)	1.49	2.77	3.16	3.41	4.72
25th Percentile	(3.58)	(7.51)	0.68	2.07	2.51	2.67	4.30
Median	(4.73)	(9.26)	0.03	1.47	2.04	2.13	3.86
75th Percentile	(5.47)	(10.30)	(0.43)	1.21	1.65	1.74	3.44
90th Percentile	(6.42)	(11.35)	(0.73)	1.09	1.47	1.49	2.90
Domestic Fixed Income Composite	● (5.08)	(10.54)	(0.21)	1.37	1.98	2.23	3.92
Blmbg Aggregate	▲ (4.69)	(10.29)	(0.93)	0.88	1.42	1.54	3.26

Relative Return vs Blmbg Aggregate



Public Fund - Domestic Fixed (Net) Annualized Five Year Risk vs Return

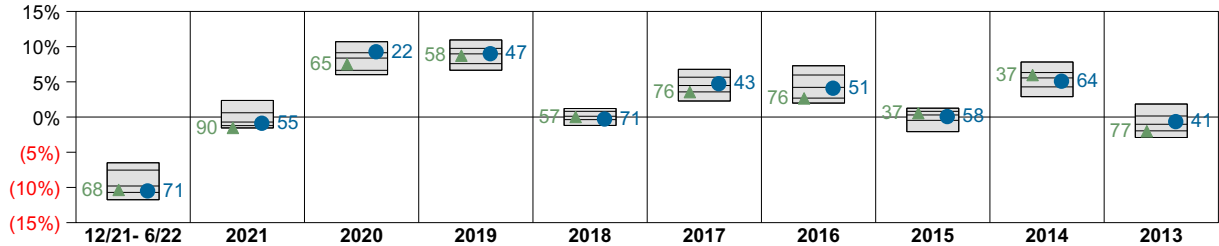


Domestic Fixed Income Composite Return Analysis Summary

Return Analysis

The graphs below analyze the manager's return on both a risk-adjusted and unadjusted basis. The first chart illustrates the manager's ranking over different periods versus the appropriate style group. The second chart shows the historical quarterly and cumulative manager returns versus the appropriate market benchmark. The last chart illustrates the manager's ranking relative to their style using various risk-adjusted return measures.

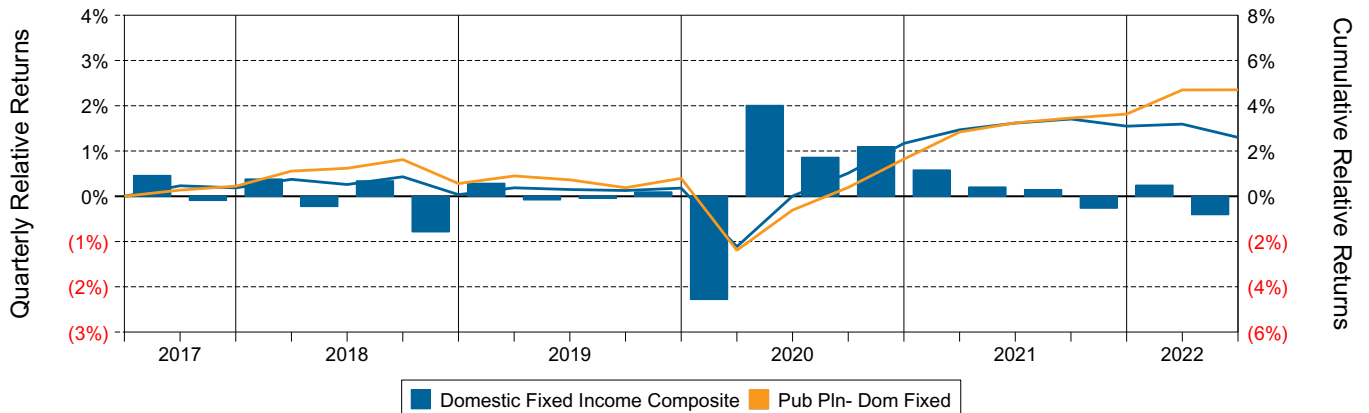
Performance vs Public Fund - Domestic Fixed (Net)



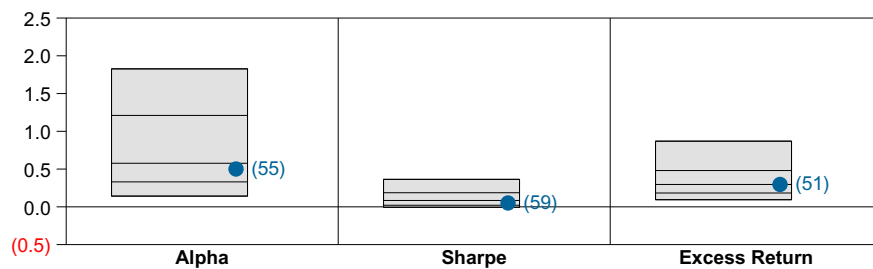
10th Percentile	(6.50)	2.36	10.70	10.95	1.21	6.78	7.28	1.26	7.82	1.85
25th Percentile	(7.54)	0.61	9.13	9.75	0.81	5.66	5.97	0.81	6.32	0.15
Median	(9.79)	(0.71)	8.37	8.97	0.11	4.48	4.22	0.29	5.56	(1.03)
75th Percentile	(10.71)	(1.22)	6.64	7.59	(0.37)	3.57	2.69	(0.47)	4.28	(1.96)
90th Percentile	(11.75)	(1.55)	6.02	6.65	(1.19)	2.28	1.98	(2.07)	2.89	(2.90)

Domestic Fixed Income Composite	● (10.50)	(0.88)	9.27	9.00	(0.28)	4.74	4.10	0.07	5.09	(0.65)
Blmbg Aggregate	▲ (10.35)	(1.54)	7.51	8.72	0.01	3.54	2.65	0.55	5.97	(2.02)

Cumulative and Quarterly Relative Returns vs Blmbg Aggregate



Risk Adjusted Return Measures vs Blmbg Aggregate Rankings Against Public Fund - Domestic Fixed (Net) Five Years Ended June 30, 2022



10th Percentile	1.83	0.36	0.87
25th Percentile	1.21	0.19	0.48
Median	0.58	0.08	0.30
75th Percentile	0.33	0.02	0.18
90th Percentile	0.14	(0.01)	0.09

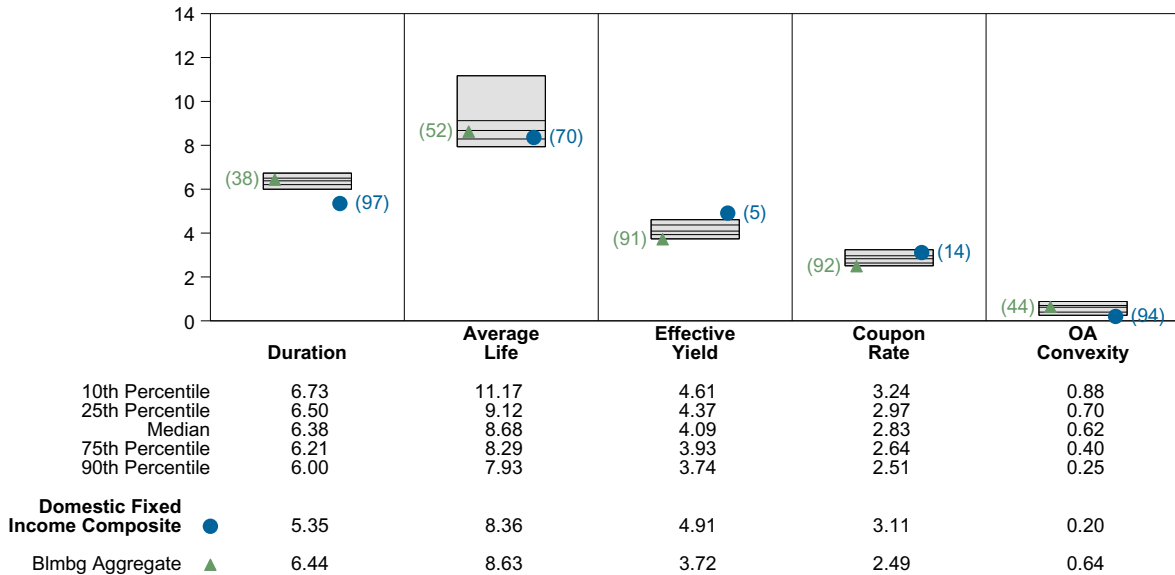
Domestic Fixed Income Composite	● 0.50	0.05	0.30
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Domestic Fixed Income Composite Bond Characteristics Analysis Summary

Portfolio Characteristics

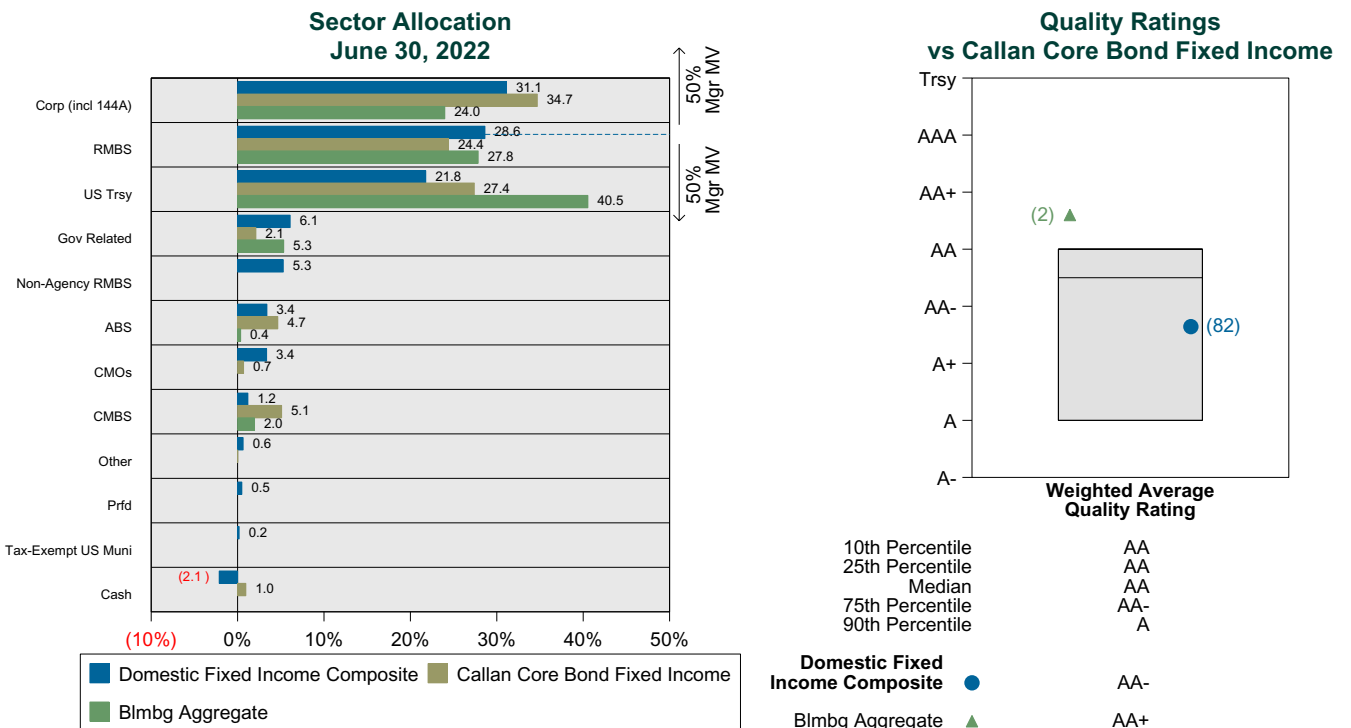
This graph compares the manager's portfolio characteristics with the range of characteristics for the portfolios which make up the manager's style group. This analysis illustrates whether the manager's current holdings are consistent with other managers employing the same style.

Fixed Income Portfolio Characteristics Rankings Against Callan Core Bond Fixed Income as of June 30, 2022



Sector Allocation and Quality Ratings

The first graph compares the manager's sector allocation with the average allocation across all the members of the manager's style. The second graph compares the manager's weighted average quality rating with the range of quality ratings for the style.



Dodge & Cox Income Period Ended June 30, 2022

Investment Philosophy

Dodge & Cox employs a bottom-up, value-oriented approach to construct portfolios. In-depth fundamental research is a hallmark of the process. The Fund can be expected to have an underweight in US Treasuries, an overweight in corporate credit and a higher yield than the benchmark. Turnover is low and the investors should have a long-term investment horizon. A maximum of 20% may be invested in securities rated below investment grade, but historically the amount has been less.

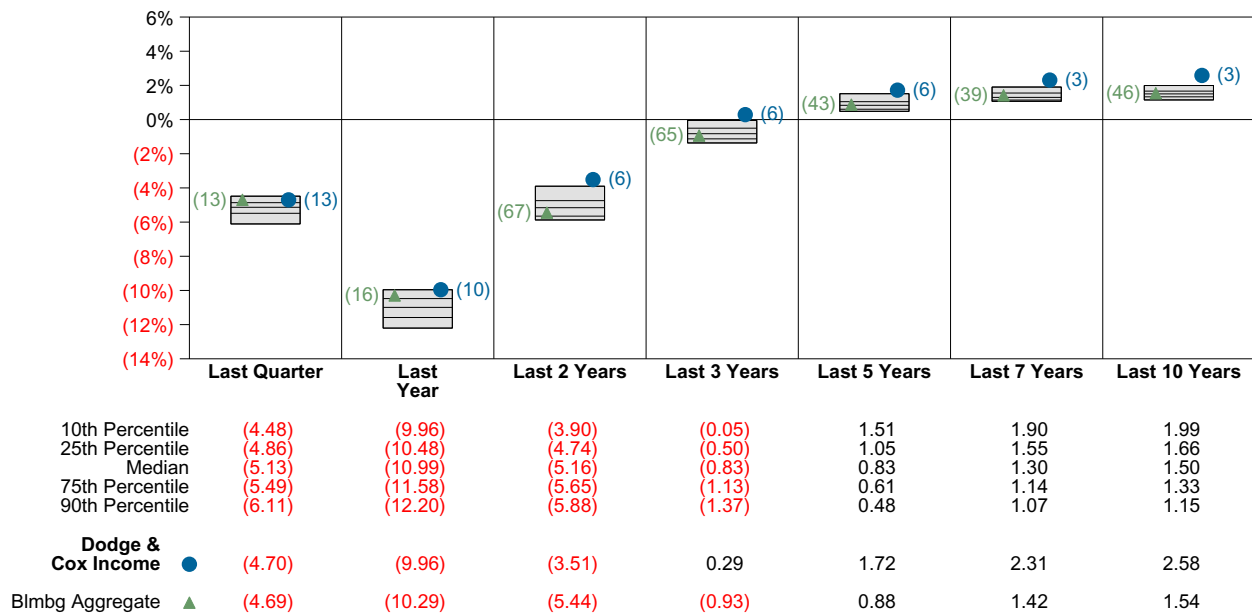
Quarterly Summary and Highlights

- Dodge & Cox Income's portfolio posted a (4.70)% return for the quarter placing it in the 13 percentile of the Callan Core Bond Mutual Funds group for the quarter and in the 10 percentile for the last year.
- Dodge & Cox Income's portfolio underperformed the Blmbg Aggregate by 0.01% for the quarter and outperformed the Blmbg Aggregate for the year by 0.33%.

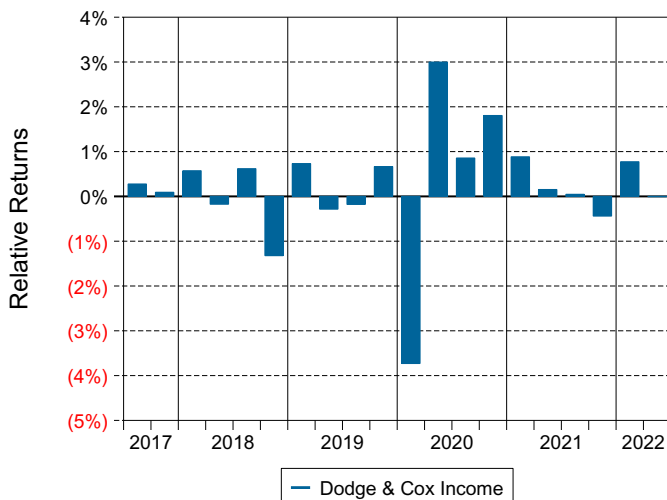
Quarterly Asset Growth

Beginning Market Value	\$69,918,072
Net New Investment	\$-4,175,000
Investment Gains/(Losses)	\$-3,283,113
Ending Market Value	\$62,459,960

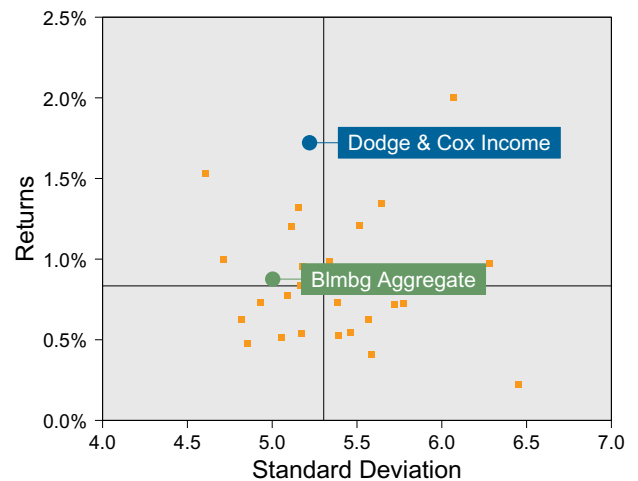
Performance vs Callan Core Bond Mutual Funds (Net)



Relative Return vs Blmbg Aggregate



Callan Core Bond Mutual Funds (Net) Annualized Five Year Risk vs Return

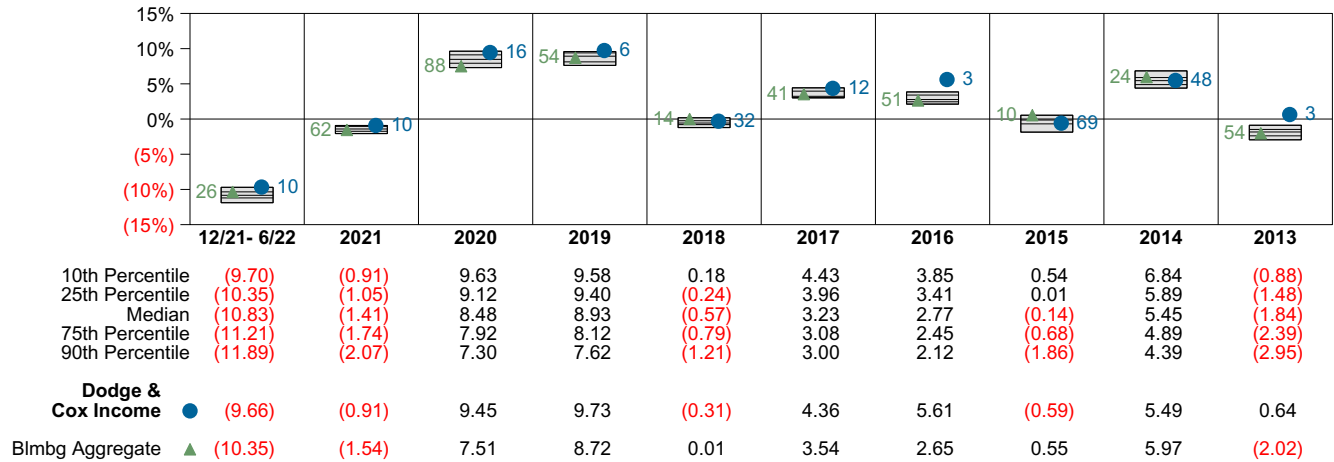


Dodge & Cox Income Return Analysis Summary

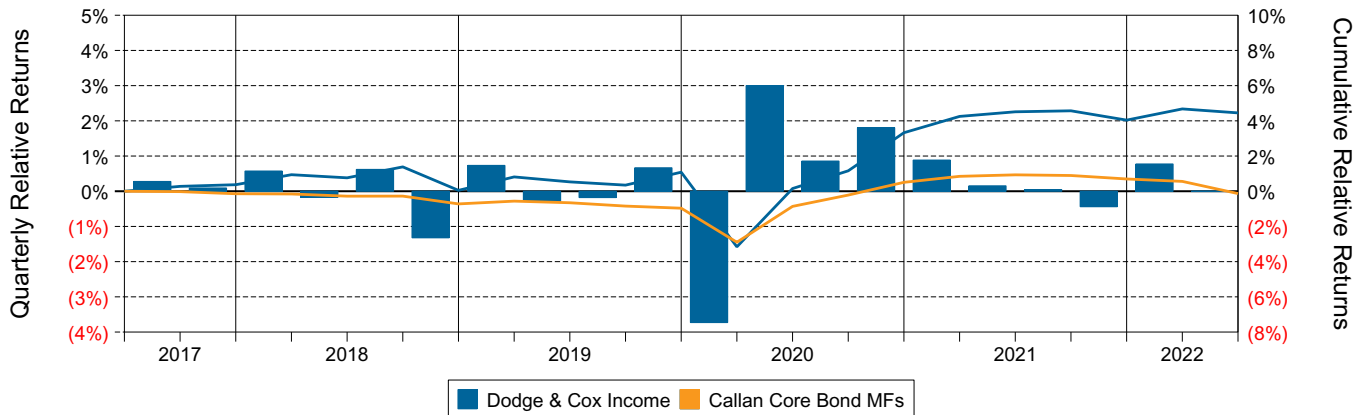
Return Analysis

The graphs below analyze the manager's return on both a risk-adjusted and unadjusted basis. The first chart illustrates the manager's ranking over different periods versus the appropriate style group. The second chart shows the historical quarterly and cumulative manager returns versus the appropriate market benchmark. The last chart illustrates the manager's ranking relative to their style using various risk-adjusted return measures.

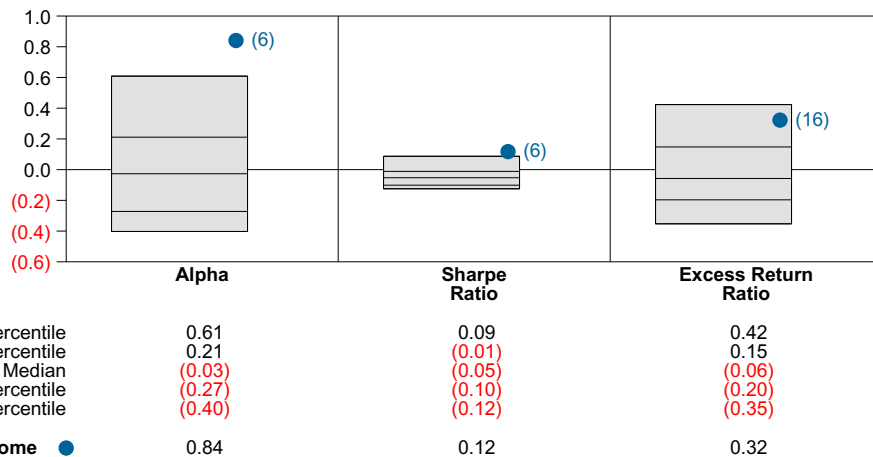
Performance vs Callan Core Bond Mutual Funds (Net)



Cumulative and Quarterly Relative Returns vs Blmbg Aggregate



Risk Adjusted Return Measures vs Blmbg Aggregate Rankings Against Callan Core Bond Mutual Funds (Net) Five Years Ended June 30, 2022

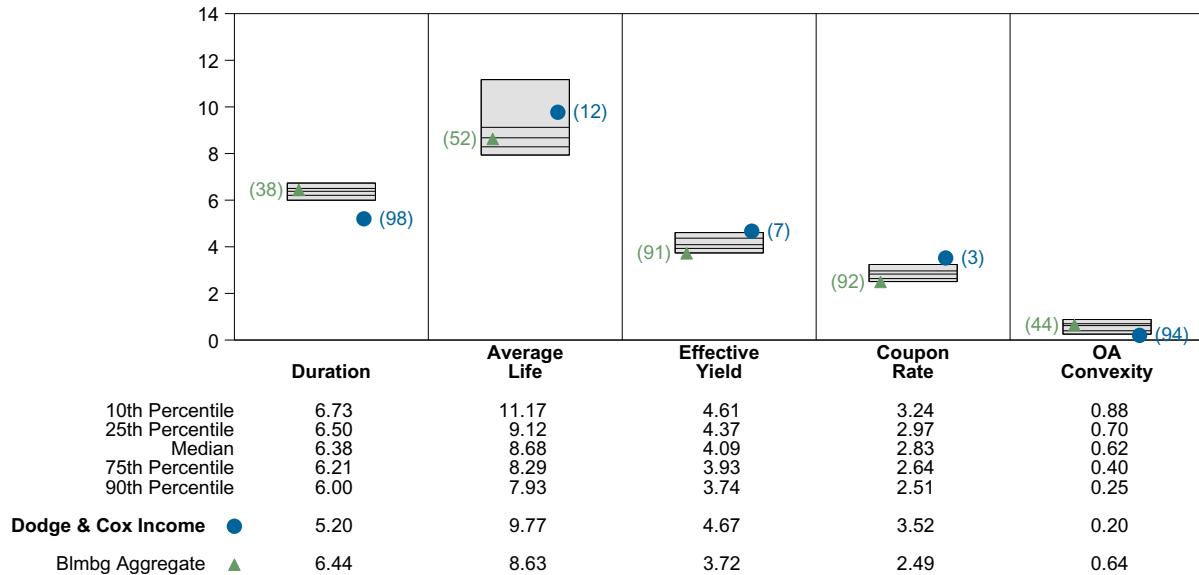


Dodge & Cox Income Bond Characteristics Analysis Summary

Portfolio Characteristics

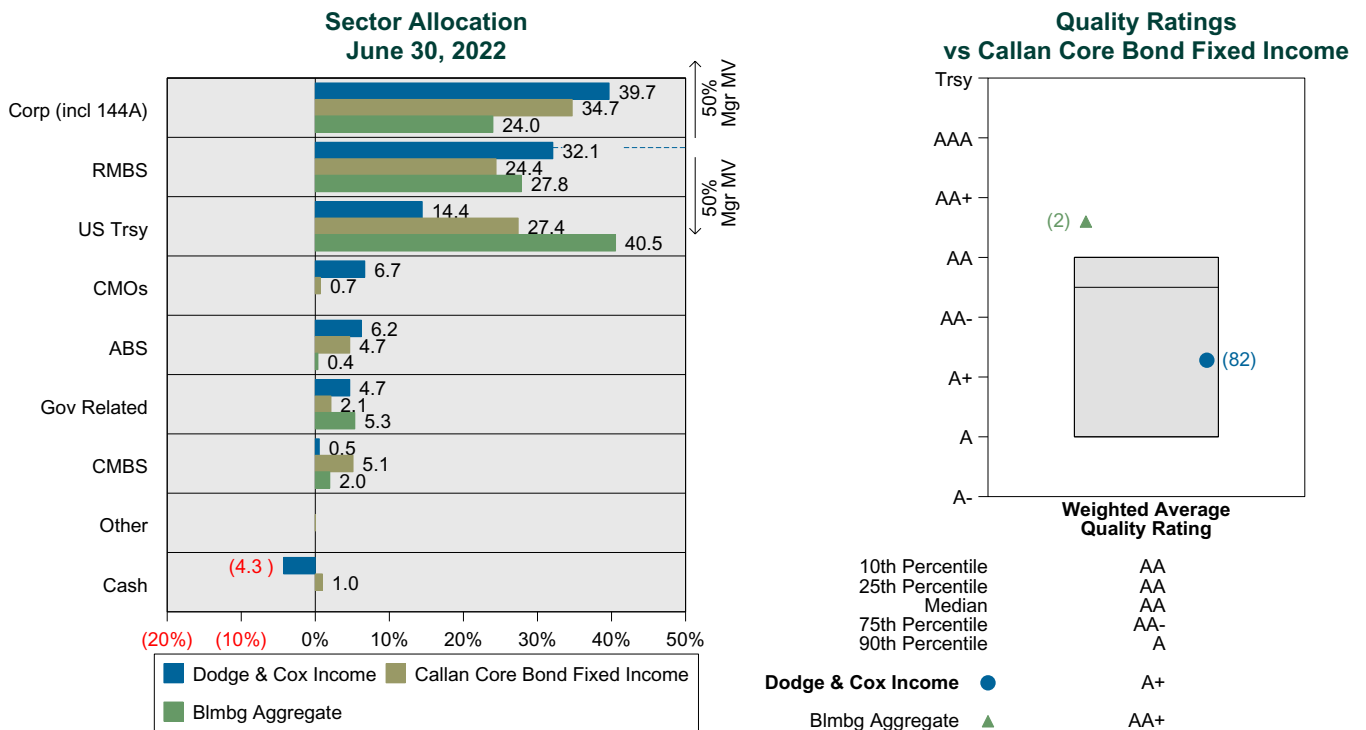
This graph compares the manager's portfolio characteristics with the range of characteristics for the portfolios which make up the manager's style group. This analysis illustrates whether the manager's current holdings are consistent with other managers employing the same style.

Fixed Income Portfolio Characteristics Rankings Against Callan Core Bond Fixed Income as of June 30, 2022



Sector Allocation and Quality Ratings

The first graph compares the manager's sector allocation with the average allocation across all the members of the manager's style. The second graph compares the manager's weighted average quality rating with the range of quality ratings for the style.



PIMCO

Period Ended June 30, 2022

Investment Philosophy

The Total Return fund is a core plus strategy managed by a team of PIMCO's senior investment professionals. PIMCO is well known for its macroeconomic forecasts, which contribute to the top-down elements of its investment process while sector teams and traders drive the bottom-up security selection choices. The strategy is benchmarked to the Bloomberg U.S. Aggregate Index and invests in a broad set of fixed income sectors. Duration is generally within two years of the benchmark. The Fund allows up to 20% in high yield and 20% in foreign currency exposure.

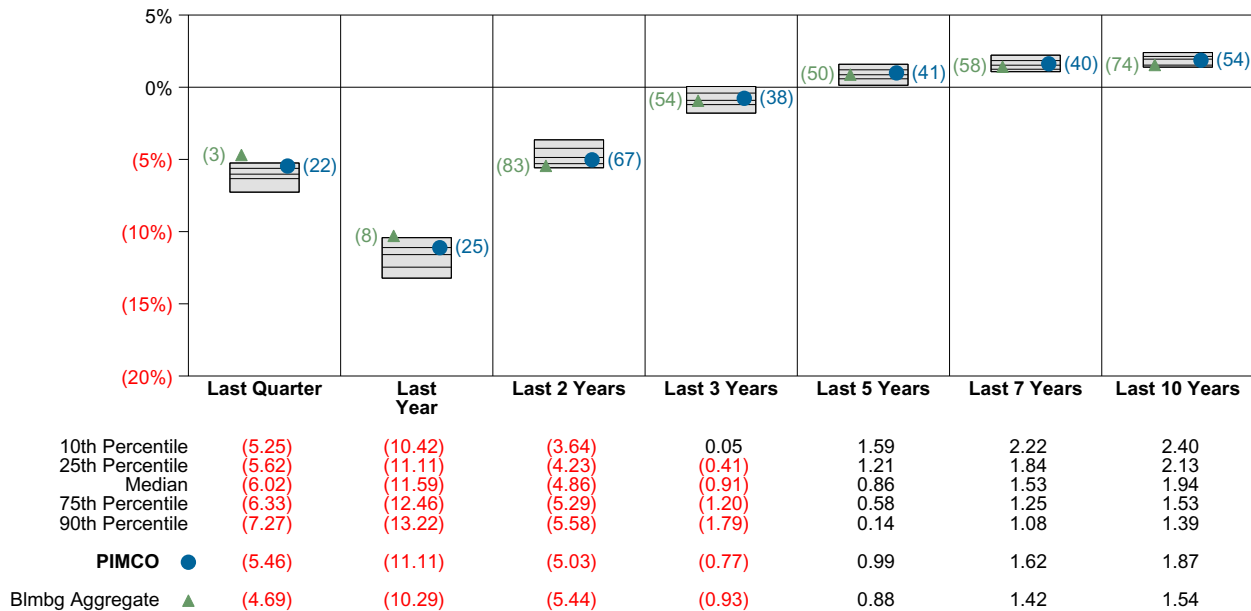
Quarterly Summary and Highlights

- PIMCO's portfolio posted a (5.46)% return for the quarter placing it in the 22 percentile of the Callan Core Plus Mutual Funds group for the quarter and in the 25 percentile for the last year.
- PIMCO's portfolio underperformed the Blmbg Aggregate by 0.77% for the quarter and underperformed the Blmbg Aggregate for the year by 0.82%.

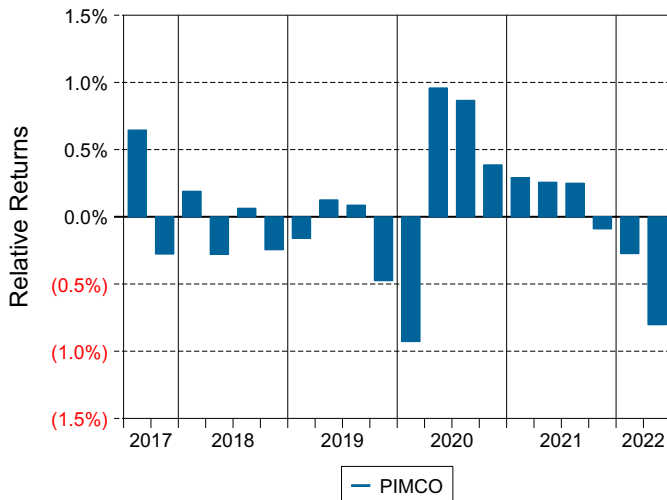
Quarterly Asset Growth

Beginning Market Value	\$70,613,282
Net New Investment	\$-3,500,000
Investment Gains/(Losses)	\$-3,880,153
Ending Market Value	\$63,233,129

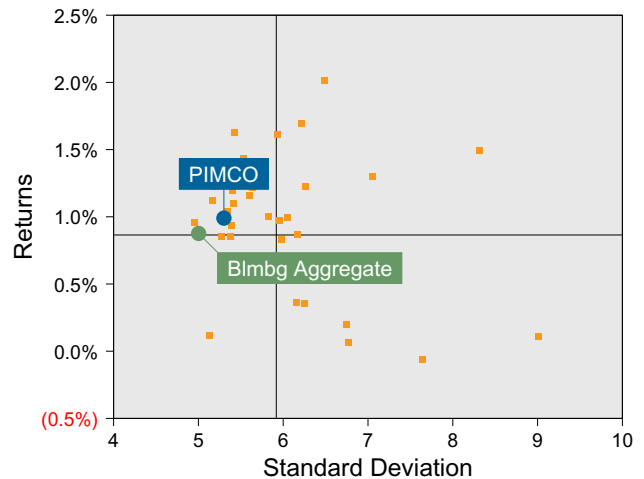
Performance vs Callan Core Plus Mutual Funds (Net)



Relative Return vs Blmbg Aggregate



Callan Core Plus Mutual Funds (Net) Annualized Five Year Risk vs Return

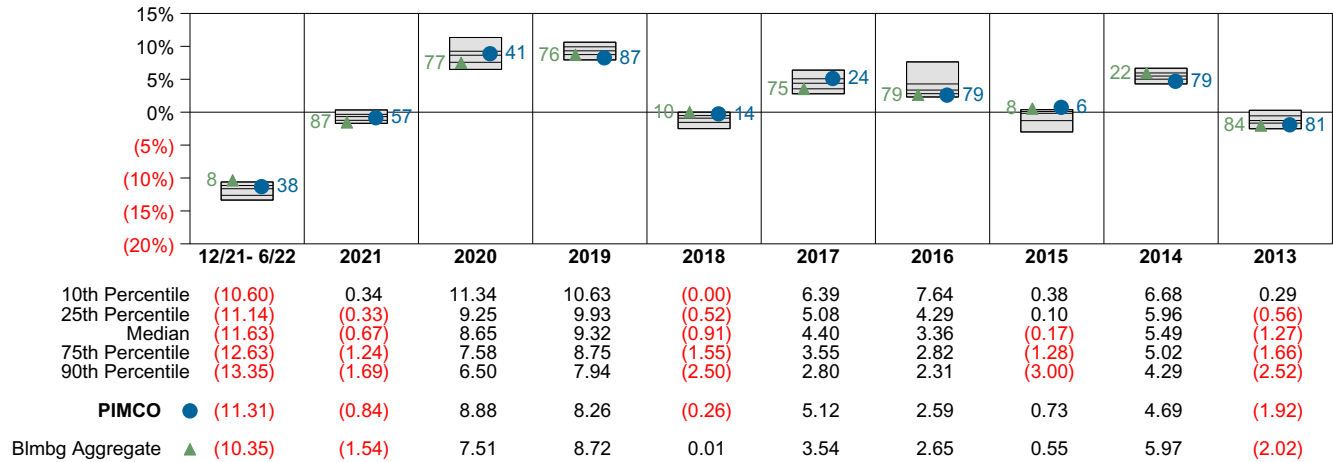


PIMCO Return Analysis Summary

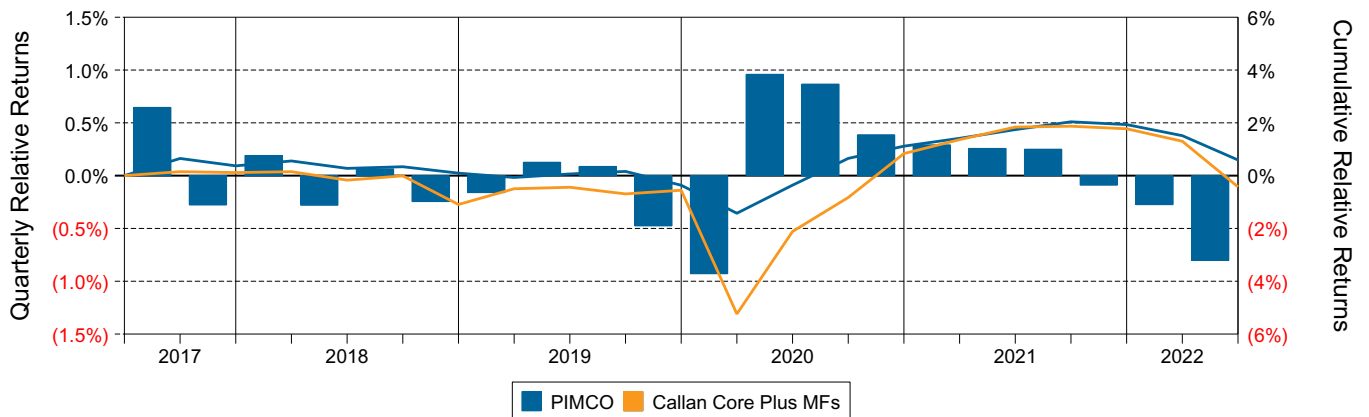
Return Analysis

The graphs below analyze the manager's return on both a risk-adjusted and unadjusted basis. The first chart illustrates the manager's ranking over different periods versus the appropriate style group. The second chart shows the historical quarterly and cumulative manager returns versus the appropriate market benchmark. The last chart illustrates the manager's ranking relative to their style using various risk-adjusted return measures.

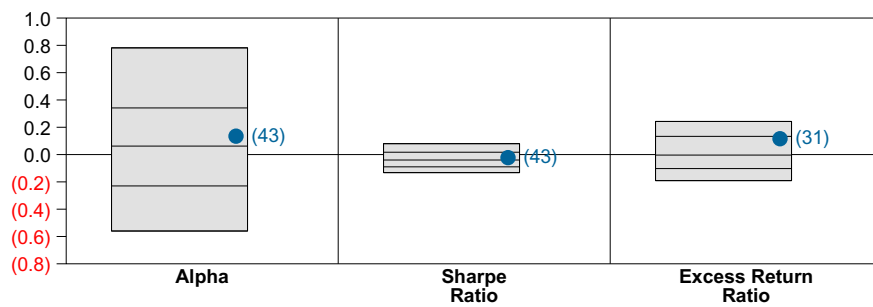
Performance vs Callan Core Plus Mutual Funds (Net)



Cumulative and Quarterly Relative Returns vs Blmbg Aggregate



Risk Adjusted Return Measures vs Blmbg Aggregate Rankings Against Callan Core Plus Mutual Funds (Net) Five Years Ended June 30, 2022



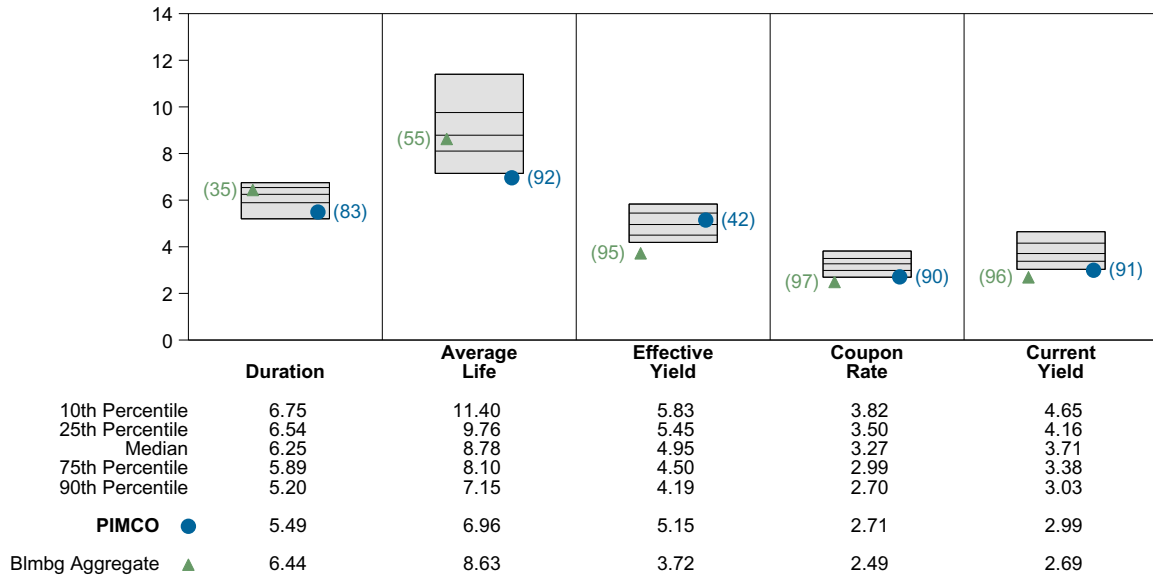
10th Percentile	0.78	0.08	0.24
25th Percentile	0.34	0.02	0.13
Median	0.06	(0.04)	(0.00)
75th Percentile	(0.23)	(0.09)	(0.10)
90th Percentile	(0.56)	(0.13)	(0.19)
PIMCO	● 0.13	(0.02)	0.12

PIMCO Bond Characteristics Analysis Summary

Portfolio Characteristics

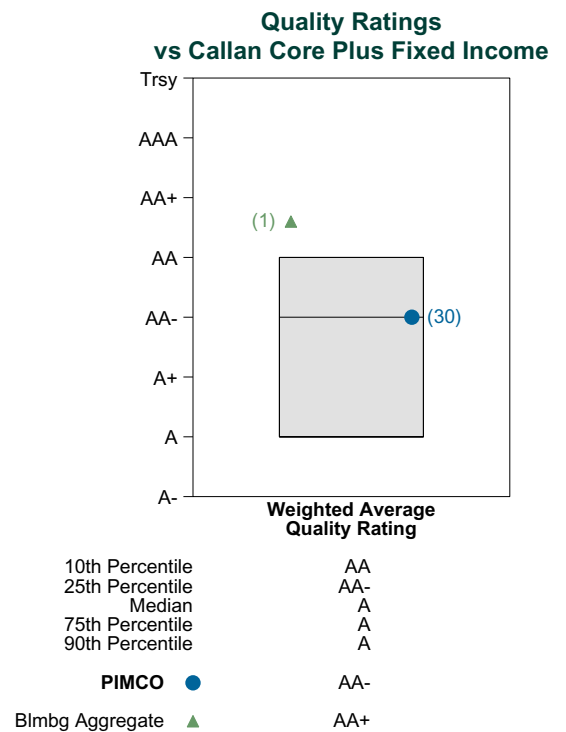
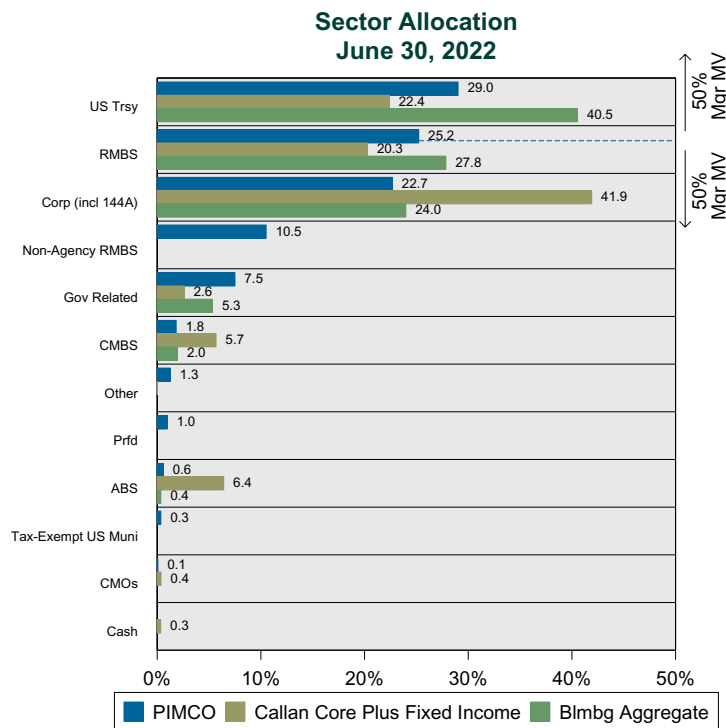
This graph compares the manager's portfolio characteristics with the range of characteristics for the portfolios which make up the manager's style group. This analysis illustrates whether the manager's current holdings are consistent with other managers employing the same style.

Fixed Income Portfolio Characteristics Rankings Against Callan Core Plus Fixed Income as of June 30, 2022



Sector Allocation and Quality Ratings

The first graph compares the manager's sector allocation with the average allocation across all the members of the manager's style. The second graph compares the manager's weighted average quality rating with the range of quality ratings for the style.



IFM Global Infrastructure Period Ended June 30, 2022

Investment Philosophy

IFM Investors believes a professionally managed portfolio of infrastructure assets can provide long-term institutional investors with significant benefits: diversification, earnings stability, participation in economic growth, protection from inflation and portfolio risk management. Infrastructure assets also allow investors to match their long-term liabilities with long-term investments.

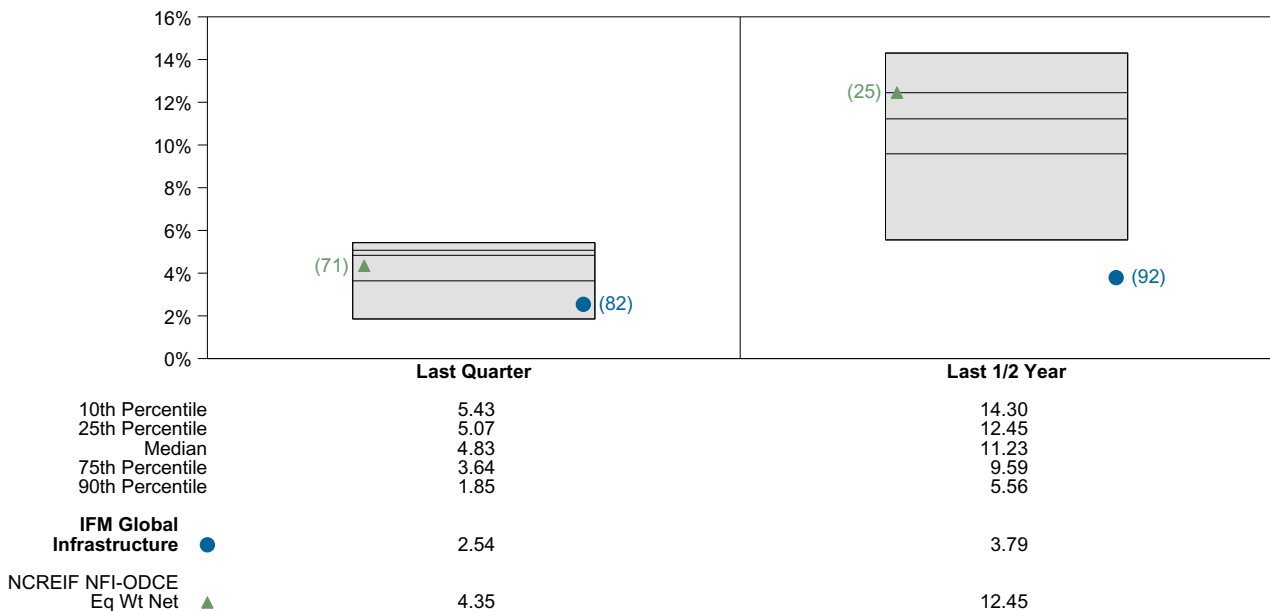
Quarterly Summary and Highlights

- IFM Global Infrastructure's portfolio posted a 2.54% return for the quarter placing it in the 82 percentile of the Callan Open End Core Cmmingled Real Est group for the quarter and in the 92 percentile for the last one-half year.
- IFM Global Infrastructure's portfolio underperformed the NCREIF NFI-ODCE Eq Wt Net by 1.80% for the quarter and underperformed the NCREIF NFI-ODCE Eq Wt Net for the one-half year by 8.66%.

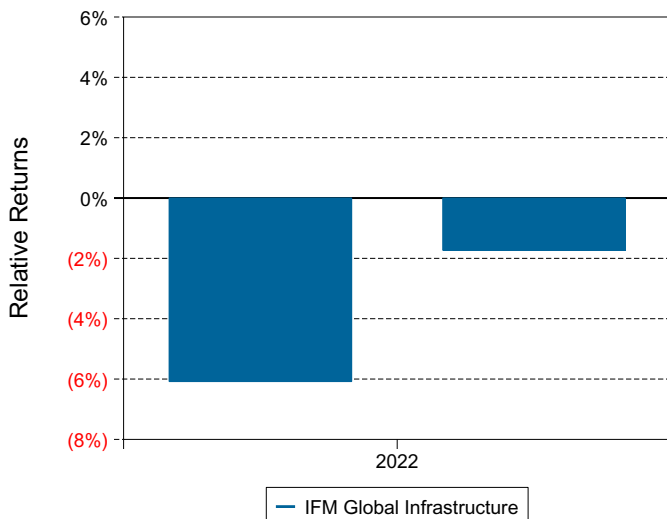
Quarterly Asset Growth

Beginning Market Value	\$17,510,148
Net New Investment	\$0
Investment Gains/(Losses)	\$444,938
Ending Market Value	\$17,955,086

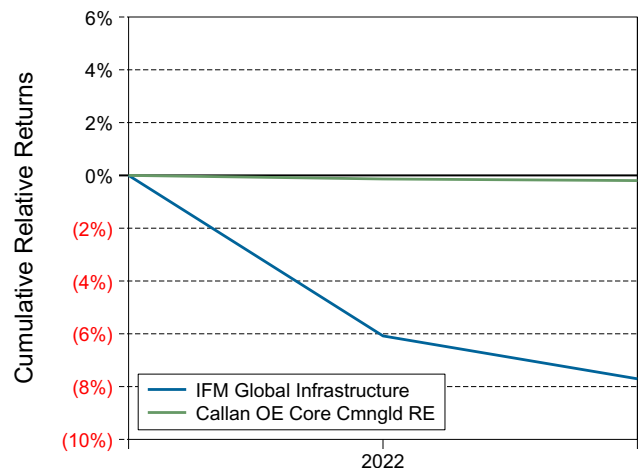
Performance vs Callan Open End Core Cmmingled Real Est (Net)



Relative Returns vs NCREIF NFI-ODCE Eq Wt Net



Cumulative Returns vs NCREIF NFI-ODCE Eq Wt Net



JP Morgan Infrastructure Period Ended June 30, 2022

Investment Philosophy

The JPMorgan Infrastructure Investments Fund ("IIF") looks to add value through its ability to build upon existing investments and de-risk future investments without the constraint of multiple fund vintage conflicts. In addition, as an open-end fund, IIF focuses on driving sustained operational improvements and efficiencies as well as long-term value. Short-term improvements and exit timing largely dependent upon market conditions, are not priorities.

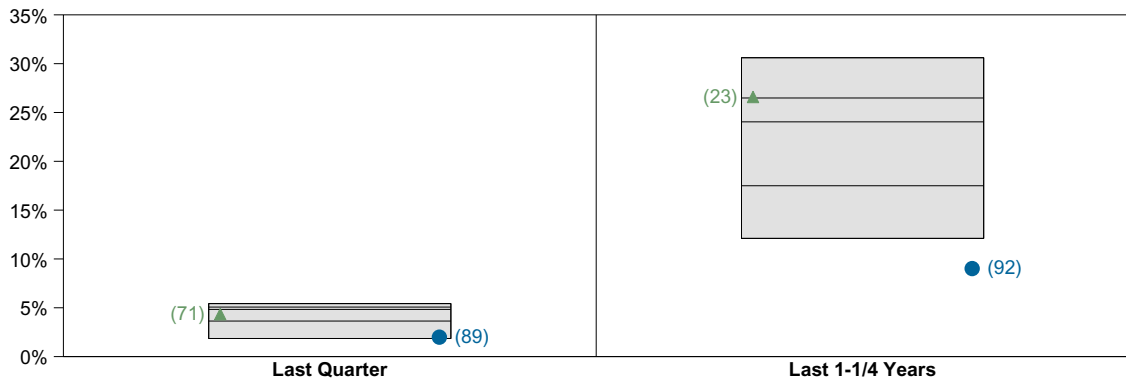
Quarterly Summary and Highlights

- JP Morgan Infrastructure's portfolio posted a 1.99% return for the quarter placing it in the 89 percentile of the Callan Open End Core Cmmingled Real Est group for the quarter and in the 91 percentile for the last year.
- JP Morgan Infrastructure's portfolio underperformed the NCREIF NFI-ODCE Eq Wt Net by 2.35% for the quarter and underperformed the NCREIF NFI-ODCE Eq Wt Net for the year by 18.82%.

Quarterly Asset Growth

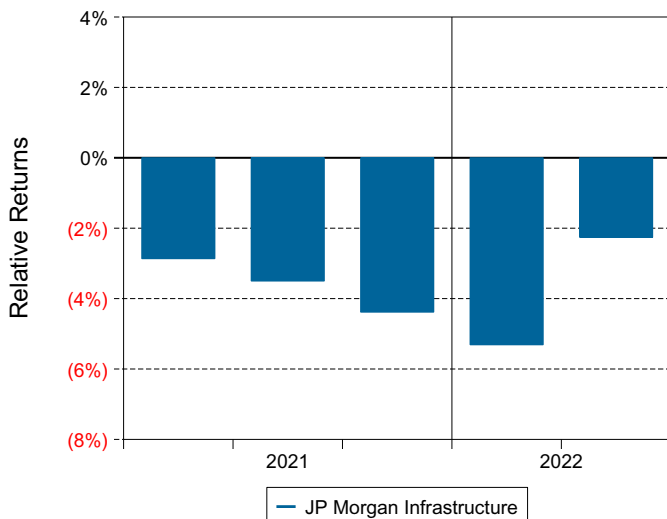
Beginning Market Value	\$17,877,542
Net New Investment	\$-163,248
Investment Gains/(Losses)	\$355,804
Ending Market Value	\$18,070,098

Performance vs Callan Open End Core Cmmingled Real Est (Net)

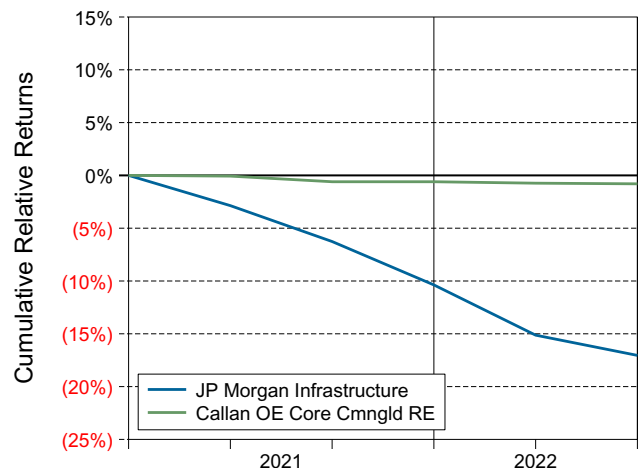


10th Percentile	5.43	30.61
25th Percentile	5.07	26.48
Median	4.83	24.04
75th Percentile	3.64	17.50
90th Percentile	1.85	12.11
JP Morgan Infrastructure	1.99	9.01
NCREIF NFI-ODCE Eq Wt Net	4.35	26.59

Relative Returns vs NCREIF NFI-ODCE Eq Wt Net



Cumulative Returns vs NCREIF NFI-ODCE Eq Wt Net



Real Estate Composite Period Ended June 30, 2022

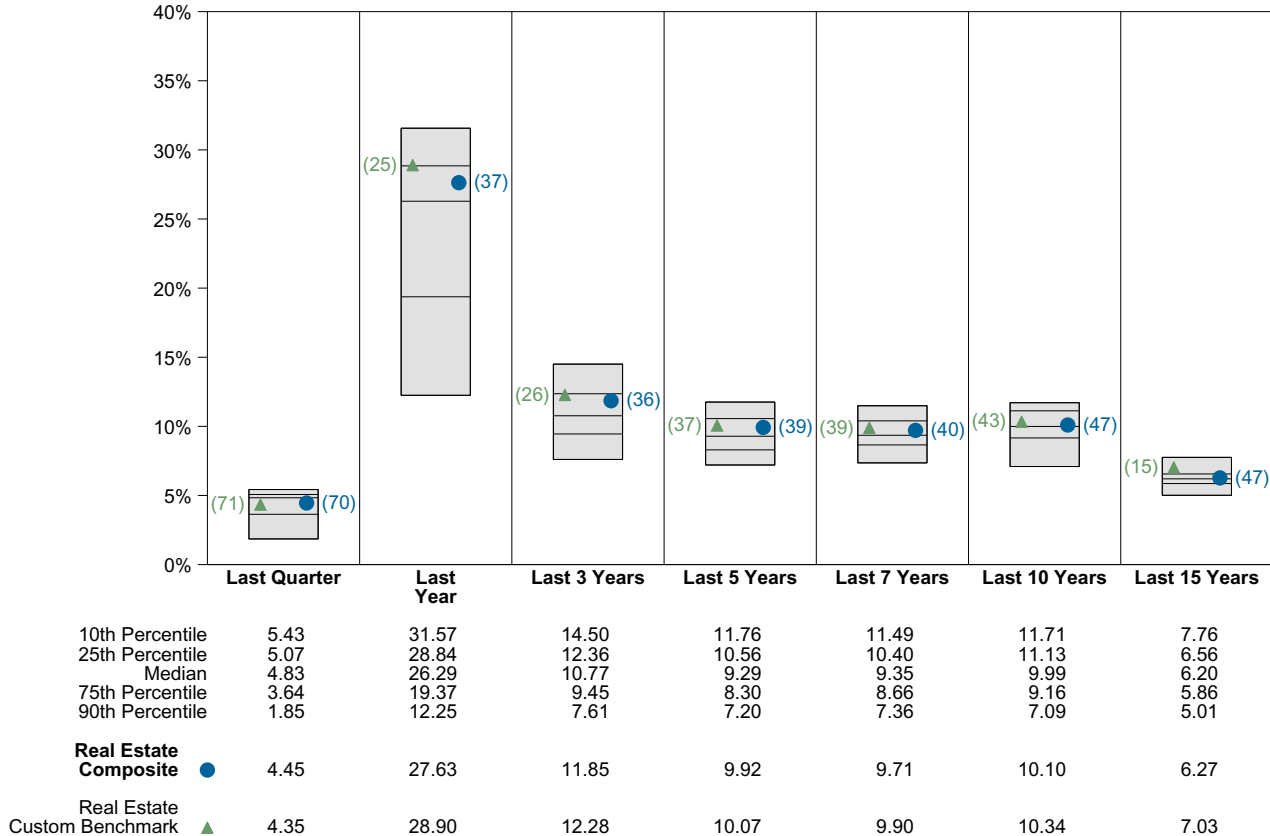
Quarterly Summary and Highlights

- Real Estate Composite's portfolio posted a 4.45% return for the quarter placing it in the 70 percentile of the Callan Open End Core Cmmingled Real Est group for the quarter and in the 37 percentile for the last year.
- Real Estate Composite's portfolio outperformed the Real Estate Custom Benchmark by 0.11% for the quarter and underperformed the Real Estate Custom Benchmark for the year by 1.27%.

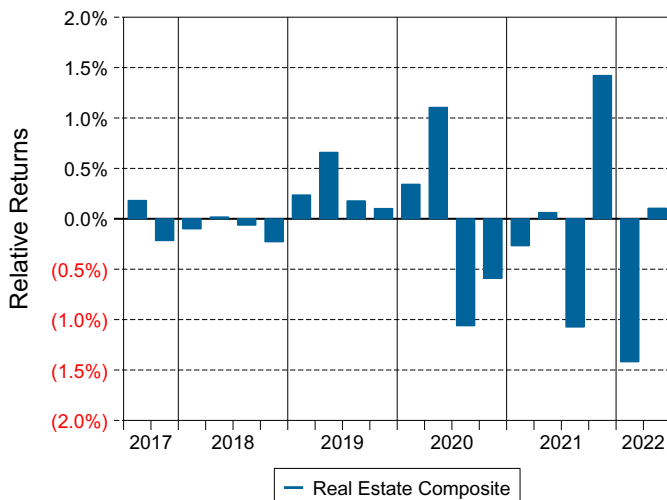
Quarterly Asset Growth

Beginning Market Value	\$90,098,965
Net New Investment	\$300,000
Investment Gains/(Losses)	\$4,027,232
Ending Market Value	\$94,426,197

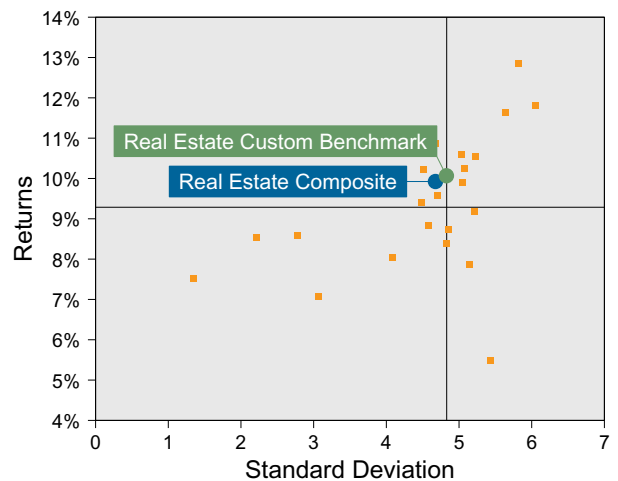
Performance vs Callan Open End Core Cmmingled Real Est (Net)



Relative Returns vs Real Estate Custom Benchmark



Callan Open End Core Cmmingled Real Est (Net) Annualized Five Year Risk vs Return



RREEF Private

Period Ended June 30, 2022

Investment Philosophy

RREEF America II acquires 100 percent equity interests in small- to medium-sized (\$10 million to \$70 million) apartment, industrial, retail and office properties in targeted metropolitan areas within the continental United States. The fund capitalizes on RREEF's national research capabilities and market presence to identify superior investment opportunities in major metropolitan areas across the United States.

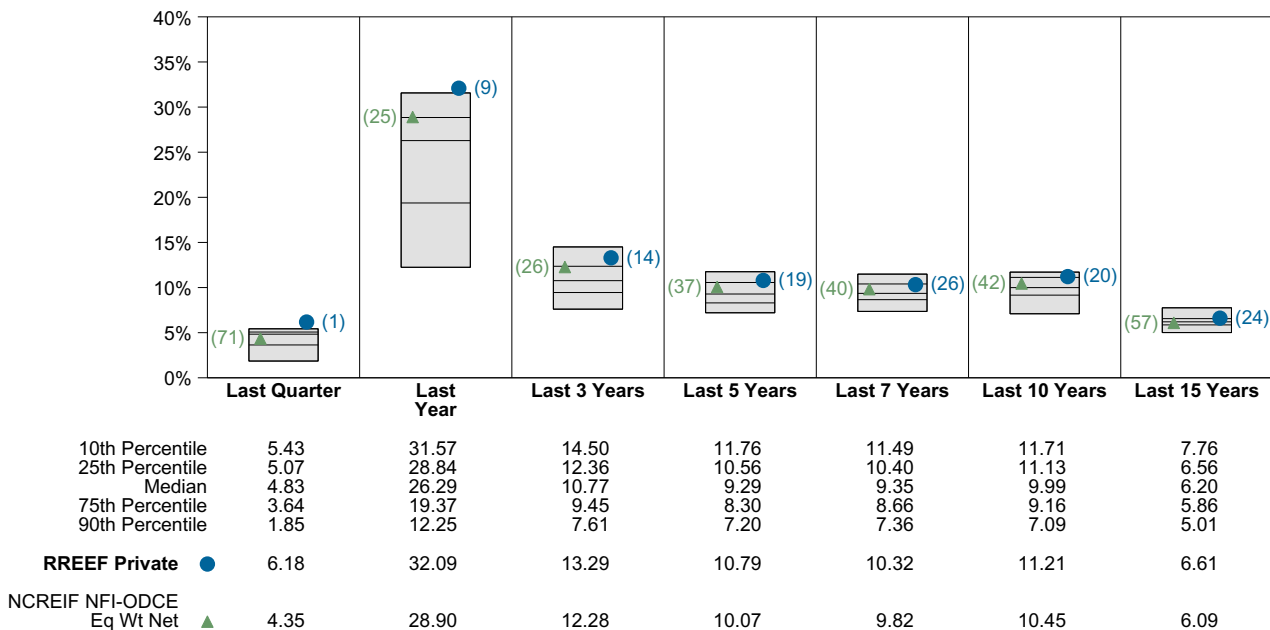
Quarterly Summary and Highlights

- RREEF Private's portfolio posted a 6.18% return for the quarter placing it in the 1 percentile of the Callan Open End Core Cmmingled Real Est group for the quarter and in the 9 percentile for the last year.
- RREEF Private's portfolio outperformed the NCREIF NFI-ODCE Eq Wt Net by 1.83% for the quarter and outperformed the NCREIF NFI-ODCE Eq Wt Net for the year by 3.19%.

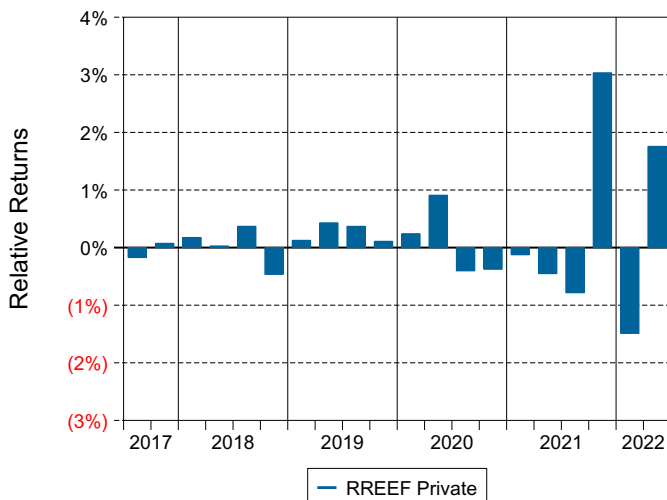
Quarterly Asset Growth

Beginning Market Value	\$44,555,671
Net New Investment	\$300,000
Investment Gains/(Losses)	\$2,771,035
Ending Market Value	\$47,626,706

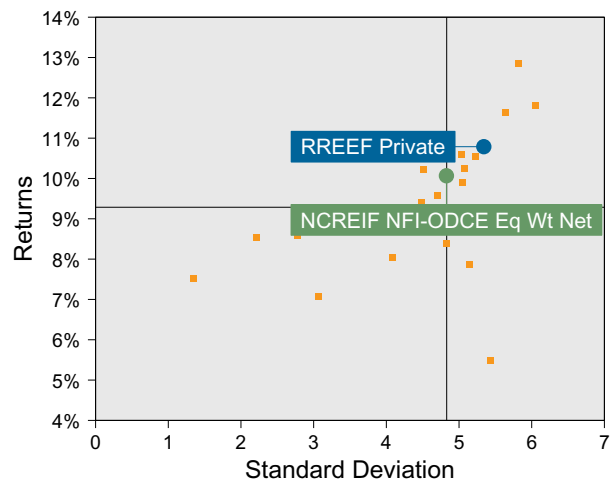
Performance vs Callan Open End Core Cmmingled Real Est (Net)



Relative Returns vs NCREIF NFI-ODCE Eq Wt Net



Callan Open End Core Cmmingled Real Est (Net) Annualized Five Year Risk vs Return



Barings Core Property Fund Period Ended June 30, 2022

Investment Philosophy

Barings believes that the investment strategy for the Core Property Fund is unique with the goal of achieving returns in excess of the benchmark index, the NFI-ODCE Index, with a level of risk associated with a core fund. The construct of the Fund relies heavily on input from Barings Research, which provided the fundamentals for the investment strategy. Strategic targets and fund exposure which differentiate the Fund from its competitors with respect to both its geographic and property type weightings, and we believe will result in performance in excess of industry benchmarks over the long-term.

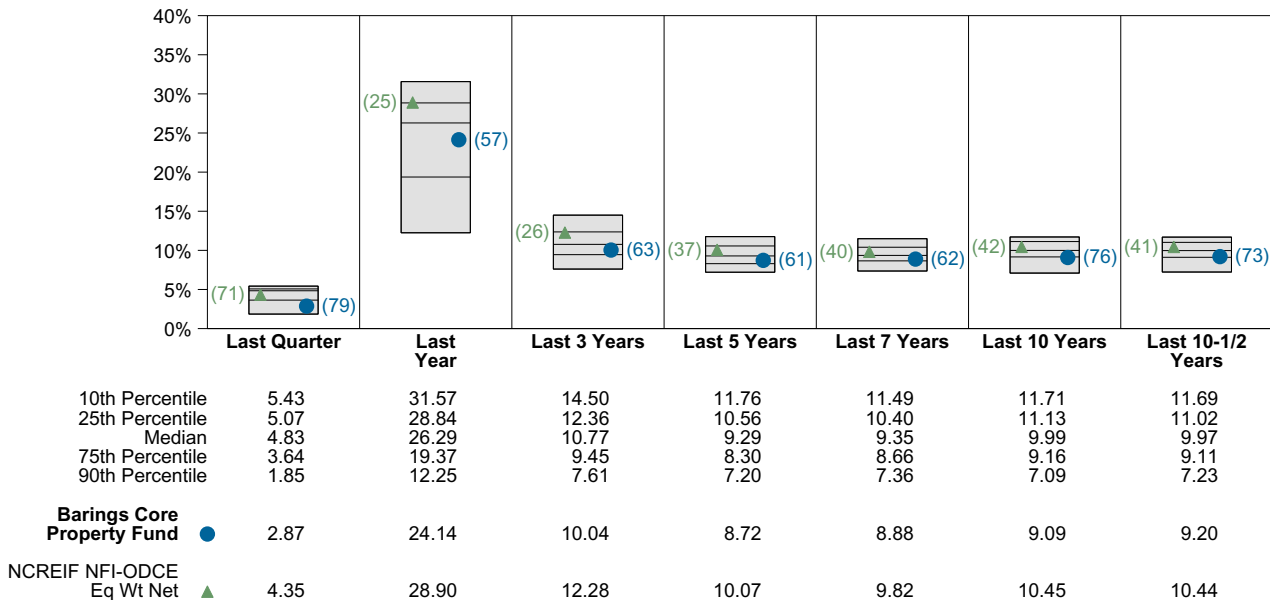
Quarterly Summary and Highlights

- Barings Core Property Fund's portfolio posted a 2.87% return for the quarter placing it in the 79 percentile of the Callan Open End Core Cmmingled Real Est group for the quarter and in the 57 percentile for the last year.
- Barings Core Property Fund's portfolio underperformed the NCREIF NFI-ODCE Eq Wt Net by 1.48% for the quarter and underperformed the NCREIF NFI-ODCE Eq Wt Net for the year by 4.76%.

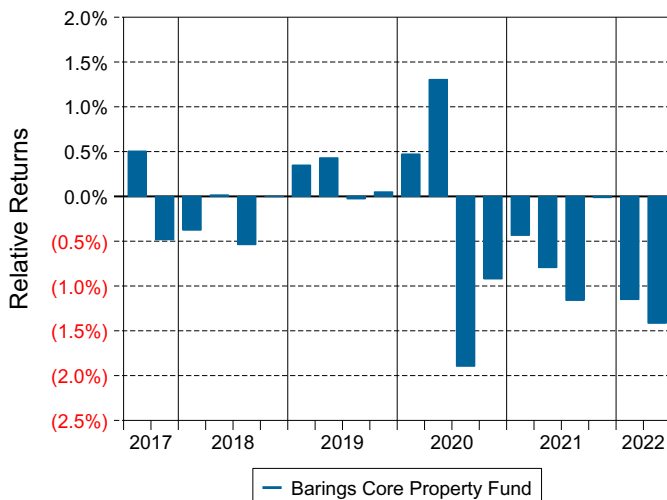
Quarterly Asset Growth

Beginning Market Value	\$43,793,294
Net New Investment	\$0
Investment Gains/(Losses)	\$1,256,197
Ending Market Value	\$45,049,491

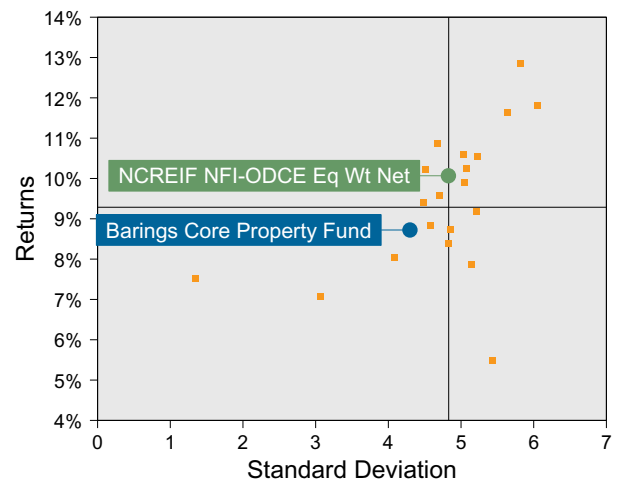
Performance vs Callan Open End Core Cmmingled Real Est (Net)



Relative Returns vs NCREIF NFI-ODCE Eq Wt Net



Callan Open End Core Cmmingled Real Est (Net) Annualized Five Year Risk vs Return



Recession Call Waits For NBER Committee

ECONOMY

2 Despite two consecutive quarters of a decline in GDP, the United States is not officially in a recession—until a committee of the National Bureau of Economic Research determines that we are. The stock market, however, is not waiting and has already priced one in.

Pain Is Widespread For Bond Investors

FIXED INCOME

8 The Bloomberg US Aggregate Bond Index posted its worst six-month return in its history. Market pricing reflects a Fed Funds rate of 3.4% at year-end. Double-digit negative returns were widespread across developed markets, and all EM indices saw losses as well.

Illiquidity Premium Slowly Adjusting

PRIVATE CREDIT

12 The illiquidity premium between public and private credit had been whittled down close to zero, but we are seeing a slow adjustment. Fundraising slowed in the first half of 2022 as interest rate hikes and market volatility led to investor uncertainty.

Challenges Galore As Stocks, Bonds Fall

INSTITUTIONAL INVESTORS

4 All investor types saw returns fall over the last year ending 2Q22, given the drops in both stocks and bonds. Uncertainty in 2022 creates challenges for planning. Investors have to factor in the invasion of Ukraine, inflation, market declines, higher rates, and recession concerns.

Private RE Delivers; REITs Underperform

REAL ESTATE/REAL ASSETS

10 Core real estate delivered another robust quarter, although returns are expected to moderate for the rest of this year and into next. REITs both globally and in the United States lagged equities. Real assets saw widespread losses, with the notable exception of energy.

Tough Environment Leads to Losses

HEDGE FUNDS/MACs

13 Hedge funds mostly fell in 2Q22 amid a confluence of major macroeconomic forces. Macro managers remained the best-performing strategy for the first half of 2022. Most of the managers in the Callan Multi-Asset Class (MAC) Style Groups generated negative returns, gross of fees.

Most Major Indices Fall by Double Digits

EQUITY

6 The S&P 500 plunged 16.1% in 2Q22; all major U.S. indices across styles and market cap ranges also fell. Global indices followed suit; slowing global growth became clearer toward quarter-end, leading investors toward higher-quality and lower-volatility areas of the market.

Persistence Amid Volatile Environment

PRIVATE EQUITY

11 First-half private equity fundraising and deal activity declined from last year's frenzied levels but volumes remained strong. With the public equity sell-off in 2Q, distributions have been the largest casualty as the strong seller's market has receded.

DC Index Falls in 1Q22, After 4Q21 Gain

DEFINED CONTRIBUTION

15 The Callan DC Index™ fell 5.3% in 1Q22; the Age 45 Target Date Fund dropped 5.9%. Target date funds (TDFs) received the largest net inflows during the quarter. U.S. large cap had the largest percentage decrease in allocation; TDFs saw the largest increase.

Broad Market Quarterly Returns

U.S. Equity
Russell 3000


-16.7%

Global ex-U.S. Equity
MSCI ACWI ex USA


-13.7%

U.S. Fixed Income
Bloomberg Agg


-4.7%

Global ex-U.S. Fixed Income
Bloomberg Global Agg ex US


-11.0%

Sources: Bloomberg, FTSE Russell, MSCI

Recession—Are We There Yet?

ECONOMY | Jay Kloepfer

GDP in 2Q22 fell 0.9%, after declining 1.6% in 1Q—so are we already in a recession? If so, that was fast; growth in 4Q21 was a rockin' 6.9%. The stock market already thinks so; investors fully priced in a recession during the first half of 2022, with particularly large declines in April and June and a bear market by midyear. Over history, the stock market moves to price in a recession well before the economic data begin to show a decline.

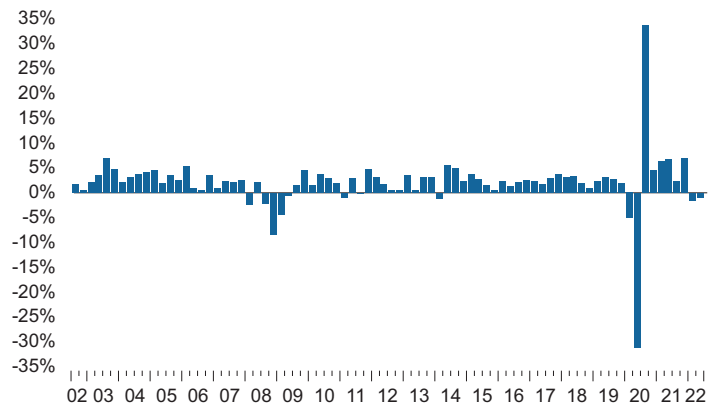
It turns out two consecutive quarters of falling GDP is a nice rule of thumb, but it is not the official definition of recession. So what is, and who gets to decide? First, the decider: the rather grandly named National Bureau of Economic Research Business Cycle Dating Committee. Second, the definition: "a significant decline in economic activity that is spread across the country and lasts more than a few months." The committee uses a number of measures of economic activity, and leans particularly hard on real personal income and nonfarm payroll employment. Interestingly, GDP is used sparingly; the focus of recession dating is typically on a monthly determination of peaks and troughs, while GDP is reported only quarterly.

Data preferences from this arcane Dating Committee aside, two consecutive quarters of GDP decline is still news, even if it does not necessarily indicate recession. The sources of the decline in 2Q GDP included a large decrease in private inventory investment, which subtracted 2 percentage points from GDP. The inventory drop was led by a decrease in retail trade, mainly general merchandise stores, along with motor vehicle dealers. Other detractors to growth were both residential and non-residential fixed investment; and federal, state, and local government spending.

Offsetting the declines were increases in exports and personal consumption expenditures (PCE). The rise in PCE reflected an increase in services (food services, accommodations, and health care) that was partly offset by a decrease in spending on goods (led by food and beverages). So ... more spending

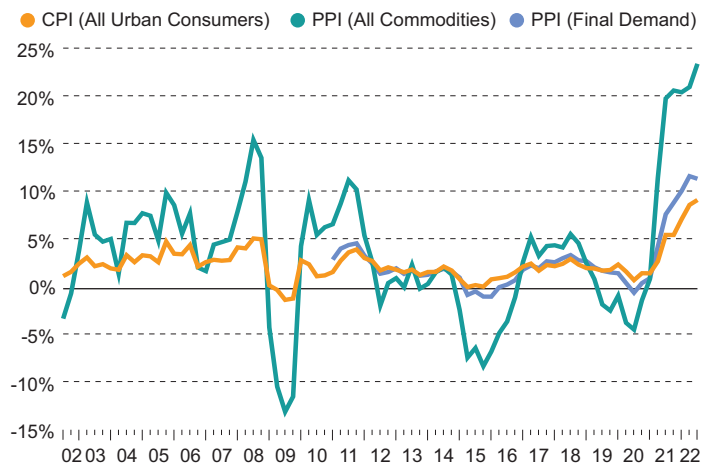
Quarterly Real GDP Growth

(20 Years)



Source: Bureau of Economic Analysis

Inflation Year-Over-Year



Source: Bureau of Labor Statistics

on restaurants and hotels and Airbnbs, and less food at home, even with the sharp rise in prices at the grocery store.

What is especially interesting is that the rise in the dollar helped imports and didn't seem to hurt exports, which is very weird, since that rise makes our exports more expensive and our imports cheaper. Exports fell sharply in 1Q as Russia invaded Ukraine, yet as the war intensified, exports shot back up in 2Q, growing by 18% and contributing almost 2 percentage points to GDP growth. Returning to the premise of the Dating Committee, that much more than GDP growth

should define a recession, somewhat anomalous components of GDP accounted for the declines in 1Q and 2Q. Both quarters were driven by huge changes in exports and inventories, neither of which are usually so important to a given quarter's GDP growth, and do not often reverse the course of growth coming from the rest of the economy. Other data on the broad economy during the first half of 2022 do not necessarily point to a recession, at least not yet. The job market was very robust through both 1Q and 2Q, as the U.S. economy added more than 2.7 million new jobs; since the invasion of Ukraine in February, the job market averaged almost 400,000 new jobs per month, substantially above the 200,000-250,000 rate that indicates an expanding economy. We still have room to recover from the pandemic, however, as we are half a million jobs short of the level set in February 2020.

Disposable personal income increased 6.6% in 2Q, in contrast to a decline of 1.3% in 1Q. Despite this robust growth, incomes could not keep up with inflation, which began ramping up in April 2021. After kicking off the year at 7.5% in January, inflation as measured by the CPI-U index has only gone up each month, reaching 9.1% in the June report. As a result, real disposable personal income (take-home pay, adjusted for inflation) decreased 0.5% in 2Q; while disappointing, this report was substantially better than in 1Q, when real disposable income fell an alarming 7.8%.

The mayhem in the capital markets continued during 2Q, as both stocks and bonds responded to the Fed and the ECB aggressively raising interest rates, Russia's war in Ukraine, concerns about an incipient recession, another COVID surge, and global economic weakness. However, the U.S. economy is still growing robustly. There may be something to this Dating

The Long-Term View

Index	2Q22	Periods Ended 6/30/22			
		1 Yr	5 Yrs	10 Yrs	25 Yrs
U.S. Equity					
Russell 3000	-16.7	-13.9	10.6	12.6	8.1
S&P 500	-16.1	-10.6	11.3	13.0	8.0
Russell 2000	-17.2	-25.2	5.2	9.4	7.4
Global ex-U.S. Equity					
MSCI EAFE	-14.5	-17.8	2.2	5.4	3.9
MSCI ACWI ex USA	-13.7	-19.4	2.5	4.8	--
MSCI Emerging Markets	-11.4	-25.3	2.2	3.1	--
MSCI ACWI ex USA Small Cap	-17.5	-22.4	2.6	6.2	5.7
Fixed Income					
Bloomberg Agg	-4.7	-10.3	0.9	1.5	4.4
90-Day T-Bill	0.1	0.2	1.1	0.6	2.0
Bloomberg Long G/C	-12.3	-20.1	1.0	2.6	6.1
Bloomberg GI Agg ex US	-11.0	-18.8	-1.8	-1.1	2.8
Real Estate					
NCREIF Property	3.2	21.5	8.9	9.7	9.5
FTSE Nareit Equity	-17.0	-6.3	5.3	7.4	8.7
Alternatives					
CS Hedge Fund	-2.3	1.9	4.8	4.7	6.3
Cambridge PE*	-1.5	22.0	20.7	16.5	15.4
Bloomberg Commodity	-5.7	24.3	8.4	-0.8	1.8
Gold Spot Price	-7.5	2.0	7.8	1.2	7.0
Inflation – CPI-U	3.1	9.1	3.9	2.6	2.5

*Data for most recent period lags. Data as of 3/31/22.

Sources: Bloomberg, Bureau of Economic Analysis, Credit Suisse, FTSE Russell, MSCI, NCREIF, Refinitiv/Cambridge, S&P Dow Jones Indices

Committee's methodical approach. The caveat to its work is that calling turning points relies on government data reported with lags, so the Committee can only designate a recession after it starts. We may be "there," but we will not know until the Committee decides.

Recent Quarterly Economic Indicators

	2Q22	1Q22	4Q21	3Q21	2Q21	1Q21	4Q20	3Q20
Employment Cost–Total Compensation Growth	5.1%	4.5%	4.0%	3.7%	2.9%	2.6%	2.5%	2.4%
Nonfarm Business–Productivity Growth	-6.2%*	-7.3%	6.3%	-3.9%	3.2%	2.2%	-2.8%	6.2%
GDP Growth	-0.9%	-1.6%	6.9%	2.3%	6.7%	6.3%	4.5%	33.8%
Manufacturing Capacity Utilization	79.8%	79.2%	78.6%	77.5%	76.8%	75.7%	75.0%	73.3%
Consumer Sentiment Index (1966=100)	57.8	63.1	69.9	74.8	85.6	80.2	79.8	75.6

Sources: Bureau of Economic Analysis, Bureau of Labor Statistics, Federal Reserve, IHS Economics, Reuters/University of Michigan

*Estimate

Returns Fall Amid Challenging Environment

INSTITUTIONAL INVESTORS

Investors' performance holds up relatively well

- All investor types saw returns decline over the last year ending 2Q22, given the drops in both stocks and bonds over the same period.
- Relatively, their returns held up well, with all investor types outperforming broad U.S. equities and most topping the Bloomberg US Aggregate Bond Index. The sole exception was corporate defined benefit (DB) plans, not surprising given their typically heavy allocations to fixed income.
- Over much longer periods, all institutional investor types have seen returns roughly in line with a 60% S&P 500/40% Aggregate mix.

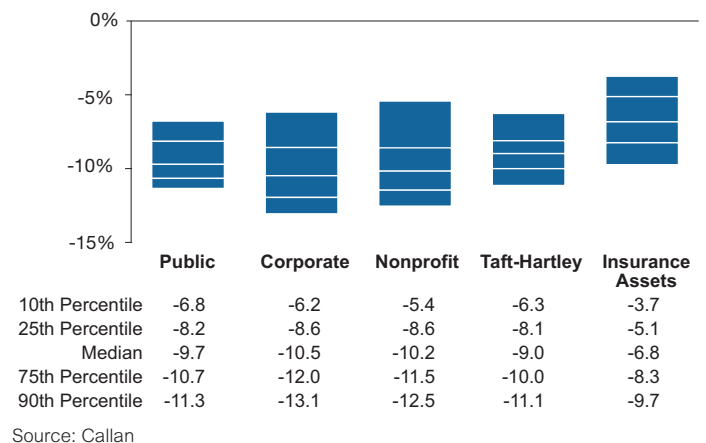
Strategic planning focus alters

- Drops in both stocks and bonds YTD have changed discussions about asset allocation.
- The questions that investors are focused on now include:
 - How does a yield of 4% change the demand for yield substitutes: investment grade credit, bank loans, high yield, private credit—maybe even real estate and infrastructure?
 - How should investors handle rebalancing, which is a natural outcome of a market downturn, except when everything goes down?

- What should they do about alternatives, which are now over target allocations?
- Uncertainty in the first half of 2022 creates new challenges for planning. Investors are trying to factor in the invasion of Ukraine, inflation, market declines, higher rates, and recession concerns into their decision-making.
- Geopolitical uncertainty has lessened the enthusiasm for emerging market overweights, and raised questions with a number of investors about the value of global ex-U.S. equity broadly to a U.S.-based investor.

Quarterly Returns, Callan Database Groups

(6/30/22)



Callan Database Median and Index Returns* for Periods Ended 6/30/22

Database Group	Quarter	1 Year	3 Years	5 Years	10 Years	20 Years
Public Database	-9.7	-9.4	5.9	6.4	7.8	7.1
Corporate Database	-10.5	-13.1	3.6	5.0	6.8	6.6
Nonprofit Database	-10.2	-10.6	5.2	5.9	7.3	6.9
Taft-Hartley Database	-9.0	-7.7	6.1	6.8	8.1	6.8
Insurance Assets Database	-6.8	-8.6	2.2	3.3	3.9	4.9
All Institutional Investors	-9.9	-10.1	5.2	6.0	7.5	6.9
Large (>\$1 billion)	-8.8	-7.9	6.1	6.7	7.8	7.2
Medium (\$100mm - \$1bn)	-10.1	-10.4	5.2	6.0	7.5	6.8
Small (<\$100 million)	-10.1	-10.7	4.8	5.6	7.1	6.6
60% S&P 500/40% Bloomberg Agg	-11.5	-10.2	6.5	7.5	8.6	7.2

*Returns less than one year are not annualized.

Source: Callan. Callan's database includes the following groups: public defined benefit (DB) plans, corporate DB plans, nonprofits, insurance assets, and Taft-Hartley plans. Approximately 10% to 15% of the database constituents are Callan's clients. All database group returns presented gross of fees. Past performance is no guarantee of future results. Reference to or inclusion in this report of any product, service, or entity should not be construed as a recommendation, approval, affiliation, or endorsement of such product, service, or entity by Callan.

- Real assets are under review with growing inflation concerns.
 - Renewed interest in inflation-sensitive investments that many investors had grown weary of such as energy, commodities, and other natural resources
 - Steadily growing interest in infrastructure among public plans

Corporate DB plan priorities

- In general, strong interest in de-risking continues despite rise in yields. Higher yields make for a better entry point into long duration, but how much higher can long-term yields go? Plans on a glidepath tied to funded status are adhering to de-risking their portfolio as funded status improves.
- Total return-oriented plans enjoyed a strong 1Q22 as rates rose, but most of these plans gave back some funded status improvement as equities continued their decline in June.
- We are having some discussions about pension risk transfer.

Public DB plan priorities

- 2020-21 gains drove improvements in funded status.
- Low projected returns mean downward pressure on actuarial discount rates. Moving to lower discount rates has not typically led to substantial changes in asset allocation, but perhaps greater comfort that the current risk posture has a better chance of achieving the plan discount rate.

- How will inflation impact large public plans?
- U.S. equity studies in 2Q22 saw large public plans examining fewer active managers and increasing the allocation to passive in an effort to increase net-of-fee returns. Global ex-U.S. equity studies recognize that foreign markets continue to lag but active managers, especially style-focused managers, are beating the indices net of fees.

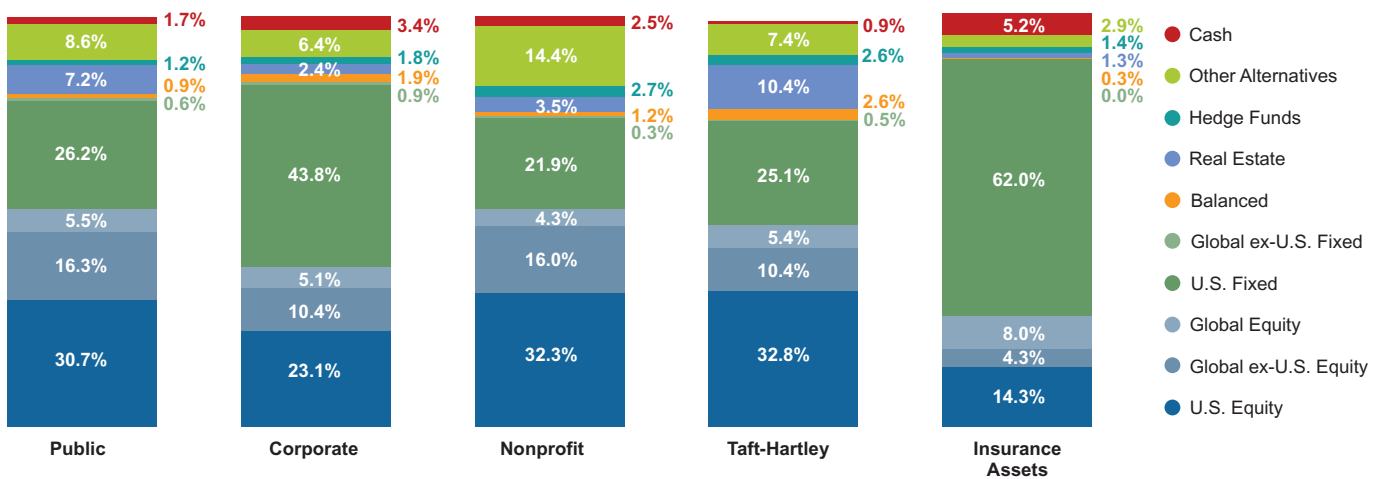
Defined contribution (DC) plan priorities

- House passed SECURE 2.0 Act; Senate has two versions moving through committees.
- Final version uncertain, but may include allowing CITs in 403(b) plans and pushing RMDs back to age 75
- Target date funds have been adding allocations to growth assets across the spectrum of retirement cohorts to increase income replacement ratios in light of low expected returns across asset classes. Fee sensitivity has led to more passive in large cap U.S. equity.

Nonprofit priorities

- They continue to expand the depth and breadth of their private markets investments in light of both high valuations in public markets growth assets and the potential for high inflation to erode the real values of their assets and distributions.

Average Asset Allocation, Callan Database Groups



Note: charts may not sum to 100% due to rounding. Other alternatives include but is not limited to: diversified multi-asset, private credit, private equity, and real assets. Source: Callan

Equity

U.S. Equities

All major indices fall

- The S&P 500 plunged 16.1% in 2Q22; all major U.S. indices across styles and market cap ranges fell in the quarter.
- All sectors posted negative returns in the quarter. Energy continued to be the best-performing sector, and the only sector that has posted a gain year-to-date (YTD).
- Large cap stocks nominally outpaced smaller cap stocks. The performance spread between the Russell 1000 and the Russell 2000 Index was around 50 basis points.
- Value stocks have outperformed growth stocks across the market capitalization spectrum.
- Consumer Discretionary (-26%), Communication Services (-21%), and Information Technology (-20%) were the worst-performing sectors.

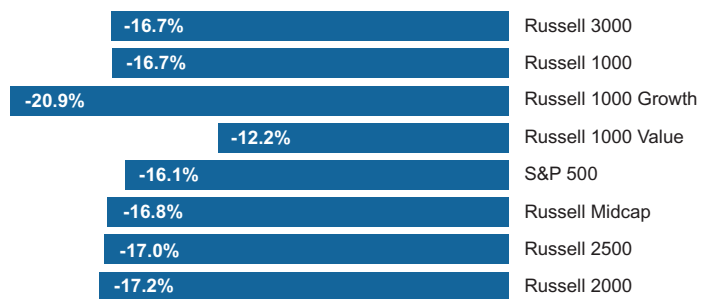
Volatile environment hits equity markets

- Rising interest rates and inflation along with geopolitical headlines all contributed to a volatile and risk-averse environment.
- Macroeconomic headlines and data releases will continue to impact equity markets.
- Inflation, rising interest rates, and supply-chain disruptions are all headwinds for equity markets.
- Active large cap growth managers have underperformed the Russell 1000 Growth Index meaningfully recently.
- Large tech firms that have sold-off (e.g., Meta) have become an increasingly large proportion of the value index.

- Federal Reserve interest rate hikes may derail the economy, resulting in lower corporate earnings in the near- to intermediate-term.
- With a potential economic slowdown, sell-side analysts have been cutting corporate earnings estimates.
- Longer-duration growth assets, such as growth stocks, are vulnerable during periods of high inflation because of higher interest rates discounting way-out future earnings.

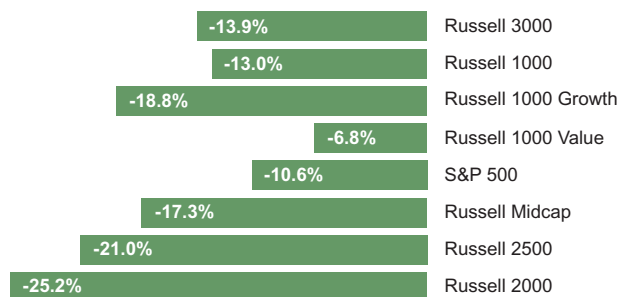
U.S. Equity: Quarterly Returns

(6/30/22)



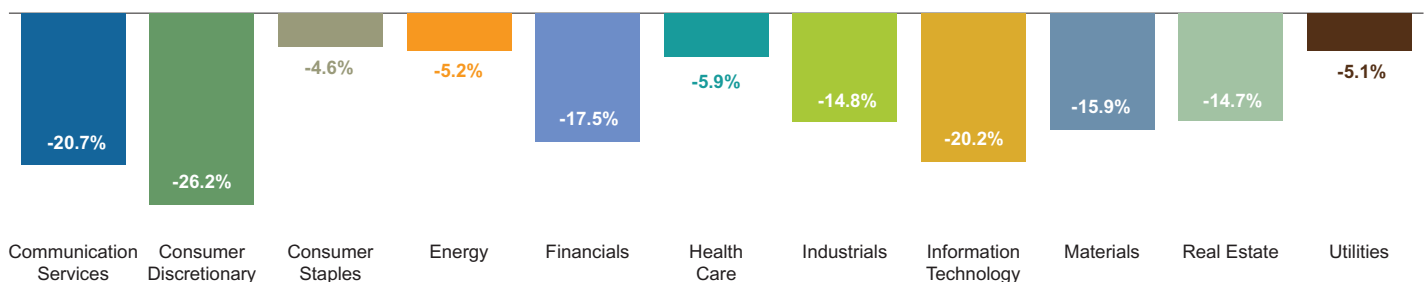
U.S. Equity: One-Year Returns

(6/30/22)



Sources: FTSE Russell and S&P Dow Jones Indices

Quarterly Performance of Industry Sectors (6/30/22)



Source: S&P Dow Jones Indices

Global Equity

- The war in Ukraine tested an already fragile supply chain, led to energy demand/supply imbalances, and created an inflationary environment that sparked fears of a recession.
- Slowing global growth and recession risk became clearer toward quarter-end, leading investors toward higher-quality and lower-volatility areas of the market to offer protection.

Wide divergence in country returns

- Optimism that the worst is behind China's COVID-19 lockdown buoyed the country to the only gain in 2Q22.
- Japan suffered from a weak yen, slowing growth, and continued supply chain disruptions.

Growth vs. value

- Value continued to outperform growth as most monetary policies focus on tightening.
- Energy was the only sector with positive YTD results.
- Information Technology had the worst sector return as interest rate increases dampened long duration growth attractiveness.

U.S. dollar vs. other currencies

- The U.S. dollar strengthened further against other major currencies given its global dominance and perceived safety.

The rise of the dollar

- The dollar hit a 20-year high after rising roughly 10% YTD.
- The dollar hit parity with the euro; first time since 2002.
- The yen dipped to a 24-year low against the dollar.
- Strong dollar may burden global ex-U.S. markets.

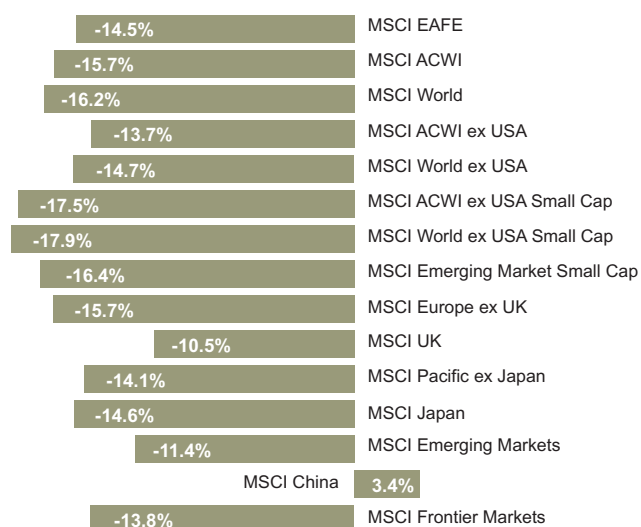
Strong currency yields purchasing power

- Dollar-denominated debt compounded by depreciating local currencies weighed on the economy.
- The dollar and global ex-U.S. equity have exhibited negative correlation over the past four decades.

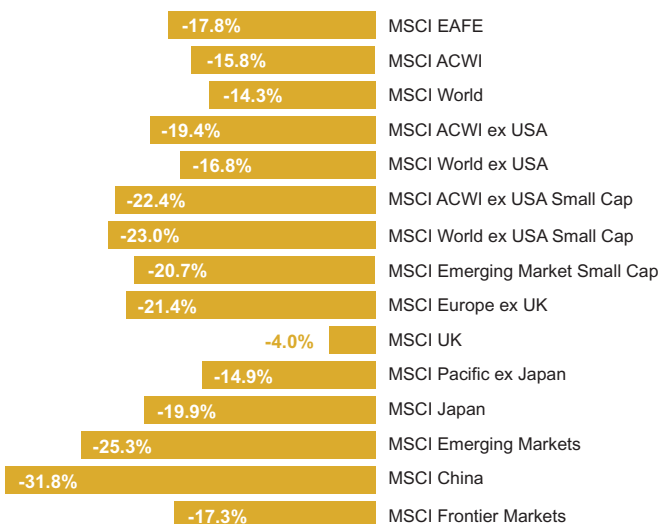
EM has fared better relative to prior downturns

- EM historically declined 26% during prior S&P 500 drawdowns greater than 10%.
- As of 2Q22, EM has corrected by 18% YTD.

Global ex-U.S. Equity: Quarterly Returns (U.S. Dollar, 6/30/22)



Global ex-U.S. Equity: One-Year Returns (U.S. Dollar, 6/30/22)



Source: MSCI

China presents upside opportunity

- Although divergence of China and EM ex-China is notable, China may support EM should fears of a U.S. recession fuel further drawdown.
- China offers favorable growth and valuation relative to other emerging markets.

Fixed Income

U.S. Fixed Income

Bonds hit hard as rates rise sharply (again)

- Bloomberg US Aggregate Bond Index posted its worst six-month return in its history.
- Yield curve flirted with inversion, but 2-year/10-year yield spread was slightly positive at quarter-end.
- TIPS underperformed nominal Treasuries, and 10-year breakeven spreads fell to 2.33% from 2.84% at 3/31/22.
- Fed raised rates by 75 bps, the largest increase since 1994, with further hikes expected.
- Market pricing reflects Fed Funds rate of 3.4% at year-end.

Spread sectors underperformed

- Investment grade corporates underperformed like-duration U.S. Treasuries by 205 bps; RMBS by 98 bps.
- High yield underperformed as spreads widened; excess return vs. U.S. Treasuries was -792 bps, hurt by equity market performance and worries over the impact of higher rates on the economy.
- Leveraged loans held up relatively well with lower-quality credits generally underperforming.

Securitized sectors continue to hang in

- Agency RMBS spreads widened in response to increased rate volatility.
- ABS spreads tightened, led by credit cards.

Municipal Bonds

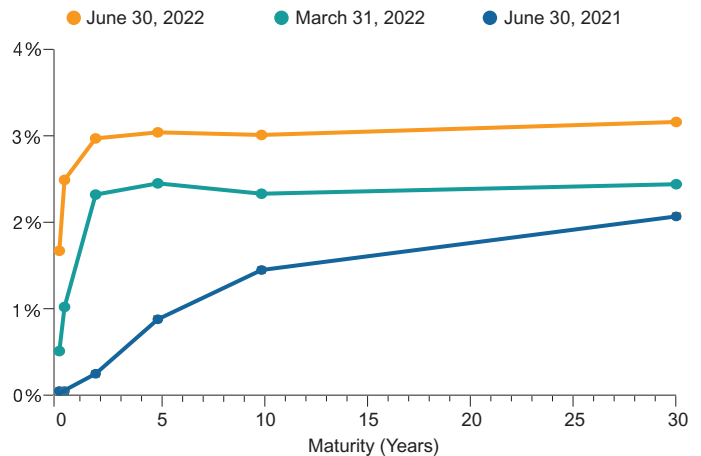
Returns hurt by rising rates

- Lower quality continued to underperform
- BBB: -4.5%; AAA: -2.5% (YTD BBB: -11.3%; AAA: -8.5%)
- Munis outperformed U.S. Treasuries (Bloomberg US Treasury: -3.8%)

Valuations relative to U.S. Treasuries at fair value

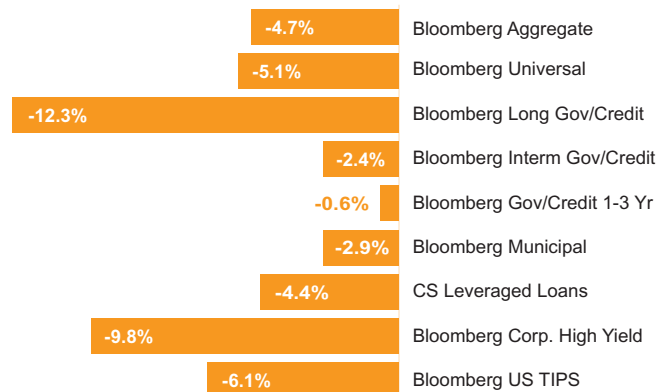
- 10-year AAA Muni/10-year U.S. Treasury yield ratio roughly 90%; in line with 10-year average
- Municipal Bond Index after-tax yield = 5.4% (source: Eaton Vance)

U.S. Treasury Yield Curves



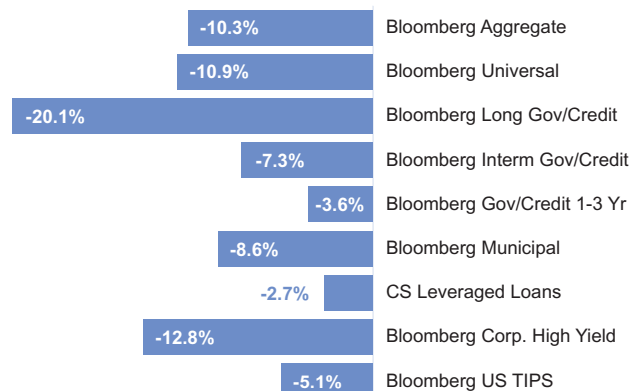
Source: Bloomberg

U.S. Fixed Income: Quarterly Returns (6/30/22)



Sources: Bloomberg and Credit Suisse

U.S. Fixed Income: One-Year Returns (6/30/22)



Sources: Bloomberg and Credit Suisse

FIXED INCOME (Continued)

Supply/demand

- Outflows of \$76 billion YTD; highest cycle outflow since data series began in 1992
- YTD supply down 14% vs. last year

Global Fixed Income

Negative returns driven by broad interest rate increases

- U.S. dollar continued to appreciate vs. yen, euro, and pound.
- Double-digit negative returns were widespread across developed markets.

Inflation and global recession fears drag on EMD

- All countries in the USD-denominated JPM EMBI Global Diversified Index posted negative returns, hurt by rising rates in the U.S.
- Local currency markets across the JPM GBI-EM Global Diversified were down only slightly, but USD strength eroded returns for U.S. investors.

Interest rates significantly increased

- First-half returns worst since inflation of 1970s
- Global phenomenon driven by recent inflationary pressure
- All fixed income asset classes negatively impacted
- Developed market duration becoming more compelling after broad repricing

Change in 10-Year Global Government Bond Yields

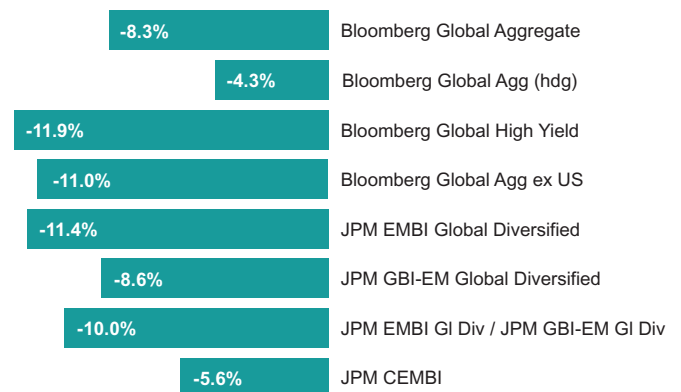
1Q22 to 2Q22



Source: Bloomberg

Global Fixed Income: Quarterly Returns

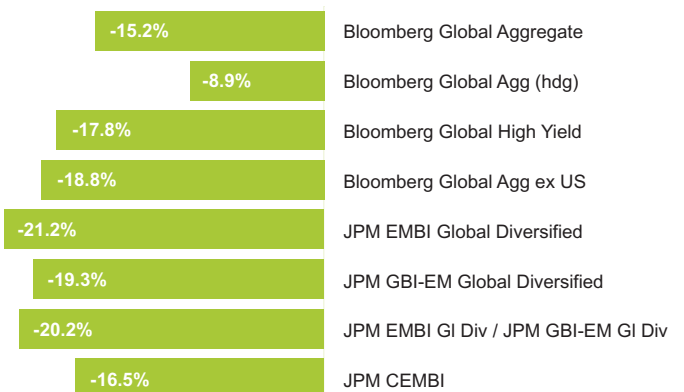
(6/30/22)



Sources: Bloomberg and JPMorgan Chase

Global Fixed Income: One-Year Returns

(6/30/22)



Sources: Bloomberg and JPMorgan Chase

Private RE Delivers; REITs Underperform

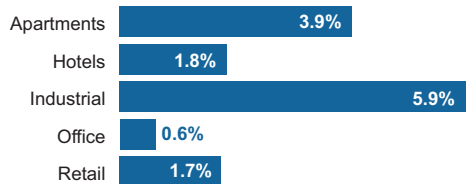
REAL ESTATE/REAL ASSETS | Munir Iman

Robust quarter for private real estate

Core real estate delivered another robust quarter, with strong fundamentals in the Industrial and Multifamily sectors; the NFI-ODCE Index (value-weighted, net of fees) gained 4.5% in 2Q22 and 12.0% year-to-date (YTD). Real estate returns are expected to moderate to 10% in 2022 and 8% in 2023.

- Income returns were positive across all sectors.
- Transaction volumes are slowing as interest rates rise and economic uncertainty increases.
- Industrial and Multifamily sectors are expected to see continued rent growth.
- Office vacancy is expected to stay above long-term averages for the near term.
- Property types with steady cash flows are experiencing cap rate compression due to the demand for logistics facilities coupled with the housing shortage.

Sector Quarterly Returns by Property Type (6/30/22)



Source: NCREIF

Callan Database Median and Index Returns* for Periods Ended 6/30/22

Private Real Assets	Quarter	Year to Date	1 Year	3 Years	5 Years	10 Years	15 Years
Real Estate ODCE Style	5.0	12.2	27.9	12.3	10.2	10.6	6.2
NFI-ODCE (value-weighted, net)	4.5	12.0	28.3	11.7	9.6	10.2	6.0
NCREIF Property	3.2	8.7	21.5	10.2	8.9	9.7	7.2
NCREIF Farmland	2.6	5.3	11.0	6.6	6.4	9.6	10.6
NCREIF Timberland	1.9	5.1	12.0	5.0	4.3	5.7	5.1
Public Real Estate							
Global Real Estate Style	-17.2	-20.6	-12.2	1.9	5.0	6.9	3.9
FTSE EPRA Nareit Developed	-17.4	-20.7	-13.5	-1.1	1.9	4.7	2.0
Global ex-U.S. Real Estate Style	-18.5	-21.5	-20.6	-1.2	3.7	6.2	1.4
FTSE EPRA Nareit Dev ex US	-17.7	-20.4	-21.1	-5.0	-0.2	3.3	0.1
U.S. REIT Style	-16.7	-20.0	-6.3	6.0	7.0	8.4	6.8
FTSE EPRA Nareit Equity REITs	-17.0	-20.2	-6.3	4.0	5.3	7.4	5.8

*Returns less than one year are not annualized.

Sources: Callan, FTSE Russell, NCREIF

Public real estate lags

REITs, both in the United States and globally, underperformed in 2Q22.

- The FTSE EPRA Nareit Developed Index, a measure of global REITs, fell 17.4% in 2Q22 compared to a 15.8% drop for global equities (MSCI World).
- The FTSE Nareit Equity REITs index, measuring U.S. REITs, dropped 17.0%, in contrast with the S&P 500 Index, which lost 16.1%.
- REITs are now trading at a discount to NAV and offer relative value given the strength of underlying fundamentals

Real assets see widespread drops

Following very strong 1Q results, real assets as a group posted negative returns in 2Q as concerns over slowing global growth mounted.

- A lone exception was the energy-heavy S&P GSCI Index, which eked out a 2.0% gain during the quarter while the Bloomberg Commodity TR Index fell 5.7%.
- WTI Crude closed the quarter at \$106/barrel, up from \$100 on 3/31/22 and \$76 at year-end. Gold (S&P Gold Spot Price Index: -7.5%), listed infrastructure (DJB Global Infrastructure: -7.1%), REITs (MSCI US REIT: -16.9%), and TIPS (Bloomberg TIPS: -6.1%) declined.

Persistence Amid Volatility

PRIVATE EQUITY | Gary Robertson

Fundraising ► Based on preliminary data, final closes for private equity partnerships in 2Q22 totaled \$233 billion of commitments in 486 partnerships. (Unless otherwise noted, all data in this commentary come from PitchBook.) The dollar volume was up 3% from 1Q22, but the number of funds fell 11%. For the first half, 2022 commitments are running 13% behind those of a year ago, with the number of funds down by 39%. While the figures point to a decline from 2021, the first-half results are in fact tracking to match last year's total because the second half of 2021 weakened as public equity markets grew volatile.

Buyouts ► New buyout transactions by count fell 12% from 1Q22 to 2,668, and disclosed deal value dropped 42% to \$125 billion. YTD numbers also saw declines of 16% in number of investments and 7% in disclosed value. Average buyout prices remained comparable to 2021, with a similar pattern in average leverage multiples.

VC Investments ► New rounds of financing in venture capital companies totaled 10,244, with \$125 billion of announced value. The number of investments preliminarily fell 24% from 1Q22, and announced value fell 25%. YTD numbers held up stronger, down only 15% for rounds and 13% for disclosed value.

Exits ► There were 522 private M&A exits of private equity-backed companies, with disclosed values totaling \$122 billion.

Private Equity Performance (%) (Pooled Horizon IRRs through 3/31/22*)

Strategy	Quarter	1 Year	3 Years	5 Years	10 Years	15 Years	20 Years	25 Years
All Venture	-3.6	22.2	35.0	27.5	20.3	14.9	12.1	24.6
Growth Equity	-3.9	17.9	26.5	22.5	16.8	14.3	14.5	15.9
All Buyouts	-0.5	24.6	22.9	20.1	15.7	11.7	14.7	13.6
Mezzanine	1.5	17.2	13.3	12.7	11.9	10.5	11.0	10.3
Credit Opportunities	2.0	12.4	8.4	8.0	8.9	8.8	9.8	9.8
Control Distressed	3.0	33.5	20.8	15.6	13.3	11.1	12.3	12.3
All Private Equity	-1.5	22.6	24.9	21.0	16.1	12.4	13.6	14.6
S&P 500	-4.6	15.7	18.9	16.0	14.6	10.3	9.3	9.4
Russell 3000	-5.3	11.9	18.2	15.4	14.3	10.1	9.4	9.5

Note: Private equity returns are net of fees. Sources: Refinitiv/Cambridge and S&P Dow Jones Indices
*Most recent data available at time of publication

The preliminary private sale count fell 18% and the announced dollar volume dropped 26%. There were 42 private equity-backed IPOs in 2Q22 raising an aggregate \$7 billion, down 7% by count, with issuance being unchanged from 1Q22.

Venture-backed M&A exits totaled 680 transactions with disclosed value of \$23 billion. The number of sales declined 12% from 1Q22, and announced value plunged 56%. There were 67 VC-backed IPOs in 2Q22 with a combined float of \$10 billion; the count was down 9% and the issuance grew 25%.

Returns ► With the strong downturn in public equity markets, private equity outperformance has widened given private equity's more gradual quarterly mark-to-market valuation methodology.

Funds Closed 1/1/22 to 6/30/22

Strategy	No. of Funds	Amt (\$mm)	Share
Venture Capital	650	156,559	34%
Growth Equity	79	61,601	13%
Buyouts	205	185,235	40%
Mezzanine Debt	7	11,021	2%
Distressed	18	26,353	6%
Energy	5	1,930	0%
Secondary and Other	58	11,743	3%
Fund-of-Funds	12	4,325	1%
Totals	1,034	458,767	100%

Source: PitchBook (Figures may not total due to rounding.)

Note: Transaction count and dollar volume figures across all private equity measures are preliminary figures and are subject to update in subsequent versions of the *Capital Markets Review* and other Callan publications.

Appealing to Investors in Low-Yield Climate

PRIVATE CREDIT | Catherine Beard

Illiquidity premium close to zero

- U.S. corporate yields rose dramatically at the end of 2021 and the first six months of 2022, due to higher interest rates from tighter Fed policy and a widening of high yield spreads. Spreads widened because of weaker credit conditions as the U.S. economic outlook worsened.
- The illiquidity premium between public and private credit had been whittled down close to zero, but we are seeing a slow adjustment with SOFR widening out 200 bps and new private loan pricing at a 75-100 bps wider spread. A full adjustment between the public and private markets may take several quarters.
- Private credit fundraising was robust leading into the COVID dislocation, with a particular focus on direct lending and distressed strategies.
- Fundraising slowed in the first half of 2022 as rate hikes and market volatility led to investor uncertainty.
- For mature private credit programs, demand for diversifying strategies is increasing to capture opportunities outside of traditional sponsor-backed direct lending.

A permanent part of portfolios

- Core yield and income-generating characteristics remain attractive in private credit portfolios, in spite of the shrinking illiquidity premium.
- Despite the shift from a low-yield environment, private credit has become a permanent asset class in many portfolios.

Attractive inflation-resistant characteristics

- Many direct lending assets are floating rate, which can add protection against rising rates.

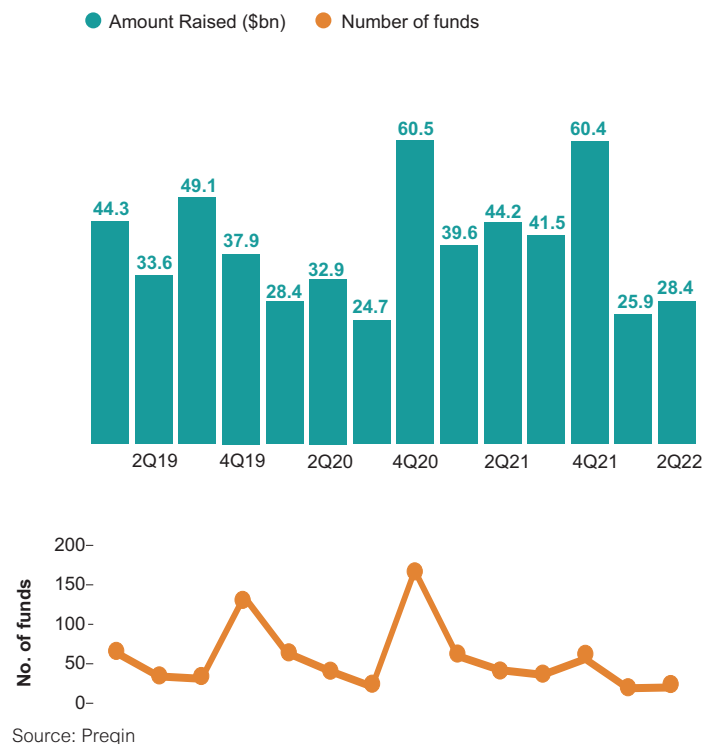
Distressed cycle on horizon a growing opportunity

- Distressed opportunities in U.S. and Europe are expected to increase across both corporate and non-corporate assets.
 - Enhances importance of seasoned workout talent across sub-strategy types
 - Brings the need for increased underwriting discipline

Continued evolution of pockets of opportunity

- Opportunities include those that offer diversification through differentiated collateral and/or low correlation to public markets, including specialty finance, asset-backed lending, and niche areas.

Private Credit Fundraising (\$bn)



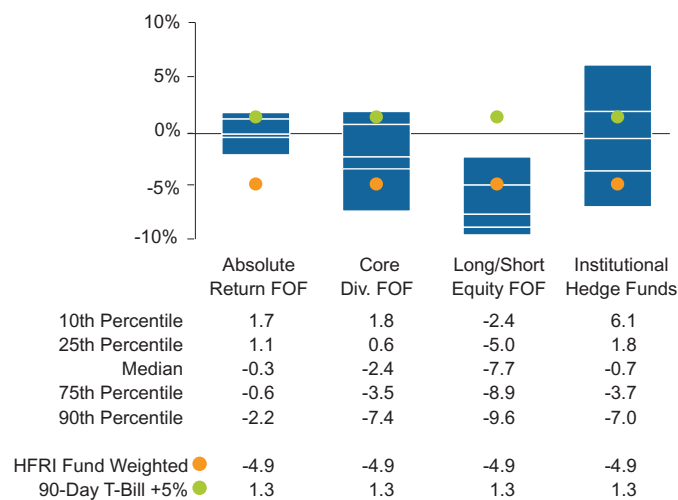
Tough Environment Leads to Losses

HEDGE FUNDS/MACs | Joe McGuane

Global markets sold off significantly in 2Q22 amid pressure from high inflation, rising interest rates, and Russia's invasion of Ukraine. In this challenging environment, hedge funds as a whole declined during 2Q, as equity hedge managers had a second quarter of disappointing returns. Event-driven strategies continued to struggle, as their deep value equity positions were the main detractor during the first half of the year while their credit positions held up fairly well. Relative value strategies remained in positive territory, as some managers continued to profit off a rising rate environment while others have been successful in capital structure arbitrage given the volatility in credit and equity markets. Macro managers remained the best-performing strategy for the first half of 2022, as commodity trading was the biggest driver of performance. Strong contributions also came from quantitative strategies.

Hedge Fund Style Group Returns

(6/30/22)



Sources: Callan, Credit Suisse, Federal Reserve

Callan Peer Group Median and Index Returns* for Periods Ended 6/30/22

Hedge Fund Universe	Quarter	Year to Date	1 Years	3 Years	5 Years	10 Years
Callan Institutional Hedge Fund Peer Group	-0.7	0.7	3.7	5.6	5.5	6.3
Callan Fund-of-Funds Peer Group	-2.8	-4.5	-4.5	4.8	4.4	5.0
Callan Absolute Return FOF Style	-0.3	1.1	3.4	5.4	4.9	5.0
Callan Core Diversified FOF Style	-2.4	-4.1	-3.9	4.8	4.0	4.7
Callan Long/Short Equity FOF Style	-7.7	-11.5	-12.3	3.2	3.9	5.2
BB GS Cross Asset Risk Premia 6% Vol Idx	4.4	5.0	3.4	-0.1	2.6	4.2
HFRI Fund Weighted Index	-4.9	-5.8	-5.7	6.1	5.1	5.0
HFRI Fixed Convertible Arbitrage	-4.4	-5.0	-2.1	6.1	4.9	5.1
HFRI Distressed/Restructuring	-3.7	-2.5	-1.6	7.4	5.6	5.7
HFRI Emerging Markets	-6.7	-13.0	-15.3	2.6	2.6	3.8
HFRI Equity Market Neutral	0.7	0.2	2.1	2.6	2.5	3.1
HFRI Event-Driven	-6.4	-7.6	-7.1	5.0	4.3	5.2
HFRI Relative Value	-2.6	-1.9	-1.0	3.6	3.6	4.5
HFRI Macro	1.8	8.6	8.0	7.8	5.3	3.1
HFRI Equity Hedge	-8.0	-12.0	-12.2	6.5	5.5	5.9
HFRI Multi-Strategy	-7.0	-8.8	-12.1	4.3	2.0	3.5
HFRI Merger Arbitrage	-2.9	-1.6	0.5	5.8	5.0	4.3
90-Day T-Bill + 5%	1.3	2.6	5.2	5.6	6.1	5.6

*Net of fees. Sources: Bloomberg GSAM, Callan, Credit Suisse, Hedge Fund Research

The median manager in the Callan Institutional Hedge Fund Peer Group fell 0.7%. Within this style group of 50 peers, the average rates manager gained 1.5%, driven by interest rate volatility. Meanwhile, hedged credit managers lost 4.6% from both performing and distressed credit.

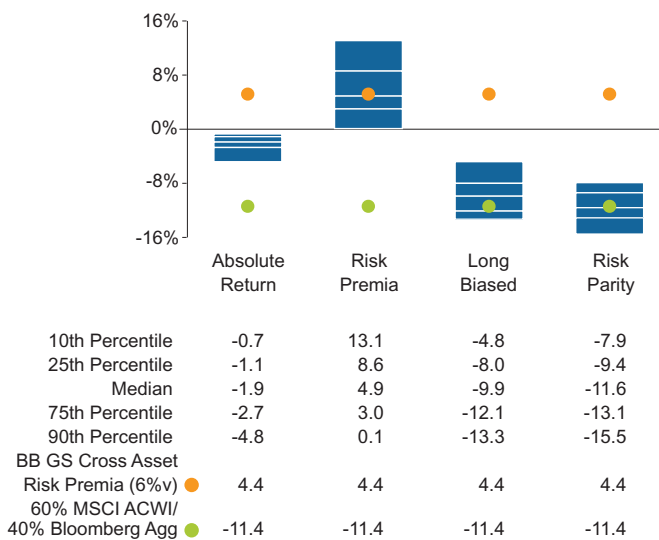
Within the HFRI indices, the best-performing strategy last quarter was again macro (+1.8%), aided by its exposure to commodities and rates trading. Equity hedge strategies had another difficult quarter (-8.0%), as growth-heavy managers experienced a sell-off.

Across the Callan Hedge FOF Database, the median Absolute Return FOF fell 0.3%, as a focus on lower beta strategies held up during the quarter. Meanwhile, the median Callan Long-Short Equity FOF dropped 7.7%, as a growth bias among

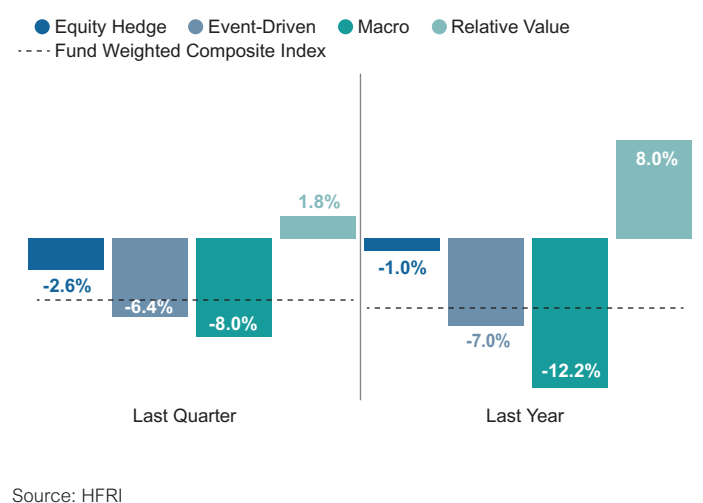
managers continued to be a drag on performance. The median Callan Core Diversified FOF declined 2.4%, as macro strategies were able to offset some of the negative performance from equity hedge and event-driven managers.

Measuring the quarter's performance of alternative risk premia, the Bloomberg GSAM Risk Premia Index increased 4.4% based upon a 6% volatility target. The median manager of the Callan Multi-Asset Class (MAC) Style Groups generated negative returns, gross of fees, consistent with their underlying risk exposures. For example, the median Callan Long Biased MAC manager fell 9.9%, as exposure to equity and fixed income continued to be a drag on performance. The Callan Risk Parity MAC index, which typically targets an equal risk-weighted allocation to the major asset classes with leverage, was down 11.6%. The Callan Risk Premia MAC held up the best during the quarter, up 4.9%.

MAC Style Group Returns (6/30/22)



HFRI Hedge Fund Strategy Returns (6/30/22)



Source: HFRI

Sources: Bloomberg, Callan, Eurekahedge, S&P Dow Jones Indices

DC Index Falls in 1Q22, Reversing 4Q21 Gain

DEFINED CONTRIBUTION | Patrick Wisdom

Performance: Index falls to begin year

- The Callan DC Index™ fell 5.3% in 1Q22, a reversal from its 4Q21 gain (5.0%).
- The Age 45 Target Date Fund dropped 5.9%.

Growth Sources: Losses drive decline in balances

- Balances within the DC Index declined by 5.4% after a 4.4% increase the previous quarter.
- Investment returns (-5.3%) primarily drove the decline.

Turnover: Net transfers rise

- Turnover (i.e., net transfer activity levels within DC plans) increased to 0.42% from the previous quarter's 0.19%.
- The Index's historical average (0.57%) remained unchanged and signaled that most participants have not drastically altered their allocations.

Net Cash Flow Analysis: TDFs stay atop leaderboard

- Target date funds (TDFs) received the largest net inflows in the Index, followed closely by stable value.
- Investors transferred assets out of U.S. large-cap equity (-47.4%), U.S. small/mid-cap equity (-16.5%), and global ex-U.S. equity (-3.1%).

Equity Allocation: Exposure falls slightly

- The Index's overall allocation to equity (72.0%) fell from the previous quarter's level (72.8%), driven by both investor outflows and declines in equity markets.

Asset Allocation: U.S. equity falls; target date funds gain

- U.S. large cap (26.9%) and U.S. small/mid cap (8.3%) had the largest percentage decreases in allocation.
- Target date funds (32.6%) and stable value (8.6%) had the largest percentage increases.

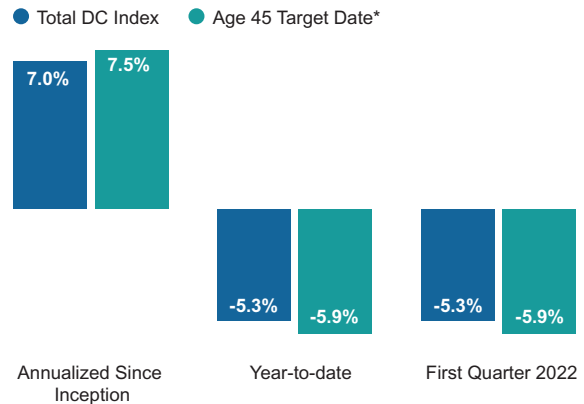
Prevalence of Asset Class: Balanced funds dip again

- The prevalence of a balanced fund (43.2%) decreased again to its lowest level since the inception of the Index in 2006.

Underlying fund performance, asset allocation, and cash flows of more than 100 large defined contribution plans representing approximately \$400 billion in assets are tracked in the Callan DC Index.

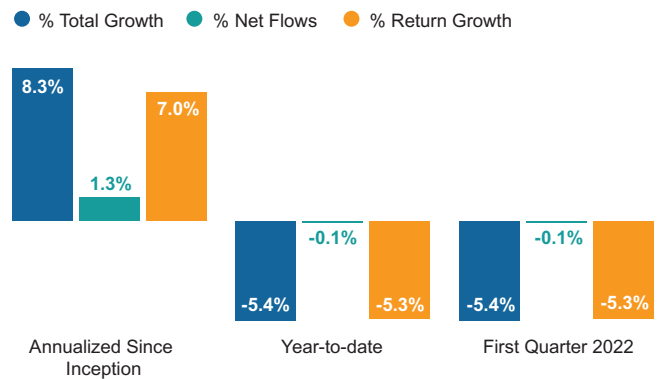
Investment Performance

(3/31/22)



Growth Sources

(3/31/22)



Net Cash Flow Analysis (1Q22)

(Top Two and Bottom Two Asset Gatherers)

Asset Class	Flows as % of Total Net Flows
Target Date Funds	48.4%
Stable Value	42.2%
U.S. Fixed Income	-17.1%
U.S. Large Cap	-47.4%
Total Turnover**	0.42%

Data provided here is the most recent available at time of publication.

Source: Callan DC Index

Note: DC Index inception date is January 2006.

* The Age 45 Fund transitioned from the average 2035 TDF to the 2040 TDF in June 2018.

** Total Index "turnover" measures the percentage of total invested assets (transfers only, excluding contributions and withdrawals) that moved between asset classes.

Quarterly Highlights

The Callan Institute provides research to update clients on the latest industry trends and carefully structured educational programs to enhance the knowledge of industry professionals. Visit www.callan.com/research-library to see all of our publications, and www.callan.com/blog to view our blog. For more information contact Barb Gerraty at 415-274-3093 / institute@callan.com.

New Research from Callan's Experts

[Research Cafe: ESG Interview Series](#) | Mark Wood of Callan discusses with Jon Hale, Director of ESG Strategy at Morningstar, the evolving definition of sustainable investments.

[Research Cafe: Private Equity](#) | In this session, private equity experts Ashley Kahn and Jonathan Farr provide actionable insights for institutional investors to help them negotiate with private equity managers, and offer private equity managers crucial information about how their peers determine fees and terms. This session also includes a special feature on credit line usage.

[Investing in Data Centers: The Real Assets of the Digital Age](#) | Lauren Sertich discusses investing in data centers, a growing sector in which institutional investors have more investment options as the universe of qualified managers/operators rapidly expands.

[Do Active Fixed Income Managers Add Value With Sector Rotation?](#) | Kevin Machiz analyzes whether institutional investors could take a DIY approach to strategic sector allocations and forego sector rotation within fixed income and still achieve results comparable to active managers. Our study found that the average manager has added value with sector rotation.

Blog Highlights

[SEC Proposes Rule to Enhance and Standardize Climate-Related Disclosures](#) | The U.S. Securities and Exchange Commission unveiled its proposed rule amendments designed to improve and standardize disclosures around climate change risks for public companies.

[Unprecedented Territory—and the Inherent Limits of Diversification](#) | Stock and bond markets around the globe were down together for the first four months of 2022. How often does that happen? Did diversification fail us?

[Rising Interest Rates Spur Look at Structured Credit](#) | Structured credit has seen increased interest from institutional investors as they explore ways to adapt their fixed income portfolios for an expected environment of rising rates.

[Hedge Fund Strategies: A Guide for Institutional Investors](#) | Hedge fund strategies are beginning to see renewed interest from institutional investors seeking diversification benefits and downside protection. But these strategies can be complex; this explainer educates investors about investing in these strategies.

Quarterly Periodicals

[Private Equity Update, 1Q22](#) | A high-level summary of private equity activity in the quarter through all the investment stages

[Active vs. Passive Charts, 1Q22](#) | A comparison of active managers alongside relevant benchmarks over the long term

[Market Pulse Flipbook, 1Q22](#) | A quarterly market reference guide covering trends in the U.S. economy, developments for institutional investors, and the latest data on the capital markets

[Capital Markets Review, 1Q22](#) | Analysis and a broad overview of the economy and public and private markets activity each quarter across a wide range of asset classes

[Hedge Fund Update, 1Q22](#) | Commentary on developments for hedge funds and multi-asset class (MAC) strategies

[Real Assets Update, 1Q22](#) | A summary of market activity for real assets and private real estate during the quarter

[Private Credit Update, 1Q22](#) | A review of performance and fundraising activity for private credit during the quarter

Events

A complete list of all upcoming events can be found on our website: callan.com/events-education.

Please mark your calendar and look forward to upcoming invitations:

October Regional Workshop

Oct. 18, 2022 – Denver, CO

Oct. 20, 2022 – San Francisco, CA

2023 National Conference

April 2-4, 2023 – Scottsdale, AZ

For more information about events, please contact Barb Gerraty: 415-274-3093 / gerraty@callan.com

Education: By the Numbers

50+

Unique pieces of research the Institute generates each year

525

Attendees (on average) of the Institute's annual National Conference

3,700

Total attendees of the "Callan College" since 1994

Education

Founded in 1994, the "Callan College" offers educational sessions for industry professionals involved in the investment decision-making process.

Introduction to Investments

September 20-22 – Virtual

This program familiarizes institutional investor trustees and staff and asset management advisers with basic investment theory, terminology, and practices. Our virtual session is held over three days with virtual modules of 2.5-3 hours, while the in-person session lasts one-and-a-half days. This course is designed for individuals with less than two years of experience with asset-management oversight and/or support responsibilities. Virtual tuition is \$950 per person and includes instruction and digital materials. In-person tuition is \$2,350 per person and includes instruction, all materials, breakfast and lunch on each day, and dinner on the first evening with the instructors.

Additional information including registration can be found at: callan.com/events/



"Research is the foundation of all we do at Callan, and sharing our best thinking with the investment community is our way of helping to foster dialogue to raise the bar across the industry."

Greg Allen, CEO and Chief Research Officer

Equity Market Indicators

The market indicators included in this report are regarded as measures of equity or fixed income performance results. The returns shown reflect both income and capital appreciation.

Russell 2000 Growth contains those Russell 2000 securities with a greater than average growth orientation. Securities in this index tend to exhibit higher price-to-book and price-earning ratios, lower dividend yields and higher forecasted growth values than the Value universe.

Russell 2000 Value contains those Russell 2000 securities with a less than average growth orientation. Securities in this index tend to exhibit lower price-to-book and price-earning ratios, higher dividend yields and lower forecasted growth values than the Growth universe.

Russell 3000 Index is a composite of 3,000 of the largest U.S. companies by market capitalization. The smallest company's market capitalization is roughly \$20 million and the largest is \$72.5 billion. The index is capitalization-weighted.

Russell Mid Cap Growth measures the performance of those Russell Mid Cap Companies with higher price-to-book ratios and higher forecasted growth values. The stocks are also members of the Russell 1000 Growth Index.

Russell MidCap Value Index The Russell MidCap Value index contains those Russell MidCap securities with a less than average growth orientation. Securities in this index tend to exhibit lower price-to-book and price-earnings ratio, higher dividend yields and lower forecasted growth values than the Growth universe.

Standard & Poor's 500 Index is designed to measure performance of the broad domestic economy through changes in the aggregate market value of 500 stocks representing all major industries. The index is capitalization-weighted, with each stock weighted by its proportion of the total market value of all 500 issues. Thus, larger companies have a greater effect on the index.

Fixed Income Market Indicators

Bloomberg Aggregate is a combination of the Mortgage Backed Securities Index and the intermediate and long-term components of the Government/Credit Bond Index.

International Equity Market Indicators

MSCI ACWI ex US Index The MSCI ACWI ex US(All Country World Index) Index is a free float-adjusted market capitalization weighted index that is designed to measure the equity market performance of developed and emerging markets, excluding the US. As of May 27, 2010 the MSCI ACWI consisted of 45 country indices comprising 24 developed and 21 emerging market country indices. The developed market country indices included are: Australia, Austria, Belgium, Canada, Denmark, Finland, France, Germany, Greece, Hong Kong, Ireland, Israel, Italy, Japan, Netherlands, New Zealand, Norway, Portugal, Singapore, Spain, Sweden, Switzerland, and the United Kingdom. The emerging market country indices included are: Brazil, Chile, China, Colombia, Czech Republic, Egypt, Hungary, India, Indonesia, Korea, Malaysia, Mexico, Morocco, Peru, Philippines, Poland, Russia, South Africa, Taiwan, Thailand, and Turkey.

Morgan Stanley Capital International (MSCI) EAFE Index is composed of approximately 1000 equity securities representing the stock exchanges of Europe, Australia, New Zealand and the Far East. The index is capitalization-weighted and is expressed in terms of U.S. dollars.

Real Estate Market Indicators

NCREIF Open Ended Diversified Core Equity The NFI-ODCE is an equally-weighted, net of fee, time-weighted return index with an inception date of December 31, 1977. Equally-weighting the funds shows what the results would be if all funds were treated equally, regardless of size. Open-end Funds are generally defined as infinite-life vehicles consisting of multiple investors who have the ability to enter or exit the fund on a periodic basis, subject to contribution and/or redemption requests, thereby providing a degree of potential investment liquidity. The term Diversified Core Equity style typically reflects lower risk investment strategies utilizing low leverage and generally represented by equity ownership positions in stable U.S. operating properties.

Callan Databases

In order to provide comparative investment results for use in evaluating a fund's performance, Callan gathers rate of return data from investment managers. These data are then grouped by type of assets managed and by the type of investment manager. Except for mutual funds, the results are for tax-exempt fund assets. The databases, excluding mutual funds, represent investment managers who handle over 80% of all tax-exempt fund assets.

Equity Funds

Equity funds concentrate their investments in common stocks and convertible securities. The funds included maintain well-diversified portfolios.

Core Equity - Mutual funds whose portfolio holdings and characteristics are similar to that of the broader market as represented by the Standard & Poor's 500 Index, with the objective of adding value over and above the index, typically from sector or issue selection. The core portfolio exhibits similar risk characteristics to the broad market as measured by low residual risk with Beta and R-Squared close to 1.00.

International Emerging Markets Equity - The International Emerging Market Equity Database consists of all separate account international equity products that concentrate on newly emerging second and third world countries in the regions of the Far East, Africa, Europe, and Central and South America.

Non-U.S. Equity A broad array of active managers who employ various strategies to invest assets in a well-diversified portfolio of non-U.S. equity securities. This group consists of all Core, Core Plus, Growth, and Value international products, as well as products using various mixtures of these strategies. Region-specific, index, emerging market, or small cap products are excluded.

Non-U.S. Equity Style Mutual Funds - Mutual funds that invest their assets only in non-U.S. equity securities but exclude regional and index funds.

Small Capitalization (Growth) - Mutual funds that invest in small capitalization companies that are expected to have above average prospects for long-term growth in earnings and profitability. Future growth prospects take precedence over valuation levels in the stock selection process. Invests in companies with P/E ratios, Price-to-Book values, and Growth-in-Earnings values above the broader market as well as the small capitalization market segment. The companies typically have zero dividends or dividend yields below the broader market. The securities exhibit greater volatility than the broader market as well as the small capitalization market segment as measured by the risk statistics beta and standard deviation.

Small Capitalization (Value) - Mutual funds that invest in small capitalization companies that are believed to be currently undervalued in the general market. Valuation issues take precedence over near-term earnings prospects in the stock selection process. The companies are expected to have a near-term earnings rebound and eventual realization of expected value. Invests in companies with P/E ratios, Return-on-Equity values, and Price-to-Book values below the broader market as well as the small capitalization market segment. The companies typically have dividend yields in the high range for the small capitalization market. Invests in securities with risk/reward profiles in the lower risk range of the small capitalization market.

Callan Databases

Fixed Income Funds

Fixed Income funds concentrate their investments in bonds, preferred stocks, and money market securities. The funds included maintain well-diversified portfolios.

Core Bond - Mutual Funds that construct portfolios to approximate the investment results of the Bloomberg Barclays Capital Government/Credit Bond Index or the Bloomberg Barclays Capital Aggregate Bond Index with a modest amount of variability in duration around the index. The objective is to achieve value added from sector and/or issue selection.

Core Bond - Managers who construct portfolios to approximate the investment results of the Bloomberg Barclays Capital Government/Credit Bond Index or the Bloomberg Barclays Capital Aggregate Bond Index with a modest amount of variability in duration around the index. The objective is to achieve value added from sector and/or issue selection.

Core Plus Bond - Active managers whose objective is to add value by tactically allocating significant portions of their portfolios among non-benchmark sectors (e.g. high yield corporate, non-US\$ bonds, etc.) while maintaining majority exposure similar to the broad market.

Real Estate Funds

Real estate funds consist of open or closed-end commingled funds. The returns are net of fees and represent the overall performance of commingled institutional capital invested in real estate properties.

Real Estate Open-End Commingled Funds - The Open-End Funds Database consists of all open-end commingled real estate funds.

Other Funds

Public - Total - consists of return and asset allocation information for public pension funds at the city, county and state level. The database is made up of Callan clients and non-clients.

List of Callan's Investment Manager Clients

Confidential – For Callan Client Use Only

Callan takes its fiduciary and disclosure responsibilities to clients very seriously. We recognize that there are numerous potential conflicts of interest encountered in the investment consulting industry, and that it is our responsibility to manage those conflicts effectively and in the best interest of our clients. At Callan, we employ a robust process to identify, manage, monitor, and disclose potential conflicts on an ongoing basis.

The list below is an important component of our conflicts management and disclosure process. It identifies those investment managers that pay Callan fees for educational, consulting, software, database, or reporting products and services. We update the list quarterly because we believe that our fund sponsor clients should know the investment managers that do business with Callan, particularly those investment manager clients that the fund sponsor clients may be using or considering using. Please note that if an investment manager receives a product or service on a complimentary basis (e.g., attending an educational event), they are not included in the list below. Callan is committed to ensuring that we do not consider an investment manager's business relationship with Callan, or lack thereof, in performing evaluations for or making suggestions or recommendations to its other clients. Please refer to Callan's ADV Part 2A for a more detailed description of the services and products that Callan makes available to investment manager clients through our Institutional Consulting Group, Independent Adviser Group, and Fund Sponsor Consulting Group. Due to the complex corporate and organizational ownership structures of many investment management firms, parent and affiliate firm relationships are not indicated on our list.

Fund sponsor clients may request a copy of the most currently available list at any time. Fund sponsor clients may also request specific information regarding the fees paid to Callan by particular fund manager clients. Per company policy, information requests regarding fees are handled exclusively by Callan's Compliance department.

Manager Name

abrdrn (Aberdeen Standard Investments)
Acadian Asset Management LLC
Adams Street Partners, LLC
AEGON USA Investment Management Inc.
AllianceBernstein
Allianz
Allspring Global Investments
American Century Investments
Amundi US, Inc.
Antares Capital LP
AQR Capital Management
Ares Management LLC
Ariel Investments, LLC
Aristotle Capital Management, LLC
Atlanta Capital Management Co., LLC
AXA Investment Managers
Baillie Gifford International, LLC
Baird Advisors

Manager Name

Barings LLC
Baron Capital Management, Inc.
Barrow, Hanley, Mewhinney & Strauss, LLC
BentallGreenOak
Black Creek Investment Management Inc.
BlackRock
Blackstone Group (The)
Blue Vista Capital Management, LLC
BNY Mellon Asset Management
Boston Partners
Brandes Investment Partners, L.P.
Brandywine Global Investment Management, LLC
Brookfield Asset Management
Brown Brothers Harriman & Company
Brown Investment Advisory & Trust Company
Capital Group
Carillon Tower Advisers
CastleArk Management, LLC

Manager Name

Chartwell Investment Partners
CIBC Asset Management Inc,
ClearBridge Investments, LLC
Cohen & Steers Capital Management, Inc.
Columbia Threadneedle Investments North America
Credit Suisse Asset Management, LLC
Crescent Capital Group LP
DePrince, Race & Zollo, Inc.
Dimensional Fund Advisors L.P.
Doubleline
Duff & Phelps Investment Management Co.
DWS
EARNEST Partners, LLC
Epoch Investment Partners, Inc.
Fayez Sarofim & Company
Federated Hermes, Inc.
Fidelity Institutional Asset Management
Fiera Capital Corporation
First Hawaiian Bank Wealth Management Division
First Sentier Investors
Fisher Investments
Franklin Templeton
Fred Alger Management, LLC
GAM (USA) Inc.
GlobeFlex Capital, L.P.
GoldenTree Asset Management, LP
Goldman Sachs
Golub Capital
Guggenheim Investments
GW&K Investment Management
Harbor Capital Group Trust
Hardman Johnston Global Advisors LLC
Heitman LLC
Hotchkis & Wiley Capital Management, LLC
Impax Asset Management LLC
Income Research + Management Inc.
Insight Investment
Intech Investment Management LLC
Intercontinental Real Estate Corporation
Invesco

Manager Name

J.P. Morgan
Janus
Jennison Associates LLC
Jobs Peak Advisors
KeyCorp
Lazard Asset Management
LGIM America
Lincoln National Corporation
Longview Partners
Loomis, Sayles & Company, L.P.
Lord Abbett & Company
LSV Asset Management
MacKay Shields LLC
Macquarie Asset Management
Manning & Napier Advisors, LLC
Manulife Investment Management
Marathon Asset Management, L.P.
McKinley Capital Management, LLC
Mellon
MetLife Investment Management
MFS Investment Management
MidFirst Bank
MLC Asset Management
Mondrian Investment Partners Limited
Montag & Caldwell, LLC
Morgan Stanley Investment Management
MUFG Union Bank, N.A.
Natixis Investment Managers
Neuberger Berman
Newton Investment Management
Ninety One North America, Inc.
Nomura Asset Management U.S.A. Inc.
Northern Trust Asset Management
Nuveen
P/E Investments
Pacific Investment Management Company
Pantheon Ventures
Parametric Portfolio Associates LLC
Partners Group (USA) Inc.
Pathway Capital Management, LP

Manager Name

Peregrine Capital Management, LLC

PFM Asset Management LLC

PGIM Fixed Income

PGIM Quantitative Solutions LLC

Pictet Asset Management

PineBridge Investments

Polen Capital Management, LLC

Principal Global Investors

Putnam Investments, LLC

RBC Global Asset Management

Regions Financial Corporation

Richard Bernstein Advisors LLC

Robeco Institutional Asset Management, US Inc.

Rothschild & Co. Asset Management US

S&P Dow Jones Indices

Schroder Investment Management North America Inc.

Segall Bryant & Hamill

SLC Management

Smith Graham & Co. Investment Advisors, L.P.

State Street Global Advisors

Strategic Global Advisors, LLC

Manager Name

T. Rowe Price Associates, Inc.

The TCW Group, Inc.

Thompson, Siegel & Walmsley LLC

Thornburg Investment Management, Inc.

Tri-Star Trust Bank

UBS Asset Management

VanEck

Versus Capital Group

Victory Capital Management Inc.

Virtus Investment Partners, Inc.

Vontobel Asset Management

Voya

Walter Scott & Partners Limited

Washington Capital Management, Inc.

WCM Investment Management

Wellington Management Company, LLP

Western Asset Management Company LLC

Westfield Capital Management Company, LP

Westwood Holdings Group, Inc.

William Blair & Company LLC

Consolidated Application – 2022-23 Spring Release

Submitted by: Meg Kailikole, Business Manager

Board Meeting October 20, 2022

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various federal programs to county offices, school districts, and direct-funded charter schools throughout California. It is essentially how MUSD applies for federal funding in the state of California, and requires board approval.

The spring release documents participation in these programs and provides assurances that the LEA will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Note that all forms of the ConApp are “Certified” with the exception of the Application for Funding and the Nonprofit/Private School Consultation. These forms can only be certified in the ConApp reporting system upon board approval.

Where to find status:

California Department of Education

Mendocino Unified (23 65581 0000000)

Consolidated Application

Status: Draft

Saved by: Meg Kailikole
Date: 9/8/2022 1:28 PM

2022–23 Application for Funding

California Department of Education

Mendocino Unified (23 65581 0000000)

Consolidated Application

Status: Certified

Saved by: Meg Kailikole
Date: 9/8/2022 1:27 PM

2022–23 Certification of Assurances

The winter release of the ConApp is submitted by the end of February each year and contains the LEA entitlements for each funded program.

2022–23 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	No
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District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title II, Part A funds used through the Alternative Fund Use Authority (AFUA) Section 5211 of ESEA	No
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes
Title IV, Part A funds used through the Alternative Fund Use Authority (AFUA)	No

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2022–23 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Section 5211 of ESEA	
Title V, Part B Subpart 1 Small, Rural School Achievement Grant	Yes
ESSA Sec. 5211 SACS 5810	

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2022-23 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948
Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

In accordance with the Every Student Succeeds Act (ESSA) sections 1117 and 8501, a local educational agency shall consult annually with appropriate private school officials and both shall have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, teachers, and families. This applies to programs under Title I, Part A; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B; and section 4631, with regard to the Project School Emergency Response to Violence Program (Project SERV).

The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information in the Private School Affidavit is not verified, and the California Department of Education takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify the accuracy of student enrollment data and the tax exempt status if it is being used for the purpose of providing equitable services.

Private School's Believed Results of Consultation Allowable Codes

- Y1: meaningful consultation occurred
- Y2: timely and meaningful consultation did not occur
- Y3: the program design is not equitable with respect to eligible private school children

Y4: timely and meaningful consultation did not occur and the program design is not equitable with respect to eligible private school children

Add non-attendance area school(s) No

The local educational agency is electing to add nonprofit private schools outside of the district's attendance area.

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2022–23 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

School Name	School Code	Enrollment	Consultation Occurred	Was Consultation Agreement Met	Signed Written Affirmation on File	Consultation Code	School Added
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*****Warning*****

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2022–23 Certification of Assurances

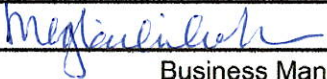
Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Meg Kailikole
Authorized Representative's Signature	
Authorized Representative's Title	Business Manager
Authorized Representative's Signature Date	09/08/2022

*****Warning*****

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2022–23 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.


CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Jason Morse
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	 09/08/2022
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2019–20 Title II, Part A Fiscal Year Expenditure Report, 36 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2019 through June 30, 2022.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2019–20 Title II, Part A allocation	\$9,619
Transferred-in amount	\$0
Transferred-out amount	\$0
2019–20 Total allocation	\$9,619

Professional Development Expenditures

Professional development for teachers	
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	\$9,619
Administrative and indirect costs	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	\$9,619
2019–20 Unspent funds	\$0

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2020–21 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2020 through June 30, 2022.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2020–21 Title II, Part A allocation	\$13,898
Transferred-in amount	\$0
Transferred-out amount	\$0
2020–21 Total allocation	\$13,898

Professional Development Expenditures

Professional development for teachers	\$0
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$13,898

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$13,898
2020–21 Unspent funds	\$0

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2021–22 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Cecilia
Homeless liaison last name	Jimenez
Homeless liaison title	Social Worker
Homeless liaison email address (Format: abc@xyz.zyx)	cjimenez@mendocinoused.org
Homeless liaison telephone number (Format: 999-999-9999)	707-397-7656
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	1

Homeless Liaison Training Information

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2021–22 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA’s board approved the homeless education policy	09/12/2019
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	
Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2021–22 Title I, Part A LEA allocation	\$82,059
2021–22 Title I, Part A direct or indirect services to homeless children reservation	\$100
Amount of 2021–22 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$0

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2021–22 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless services provided (Maximum 500 characters)	MUSD hires a Social Worker dedicated to providing outreach to students in need, including homeless students. In addition, our Social Worker leads the Family Resource Center where families can reach out directly for support.
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	Homeless services are written into our district LCAP and are provided for with Supplemental and Concentration dollars. Additionally, MUSD receives local funding through donations from community groups to provide additional support to homeless students.

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2021-22 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2021 through June 30, 2022.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2021-22 Title II, Part A allocation	\$12,940
Transferred-in amount	\$0
Transferred-out amount	\$0
2021-22 Total allocation	\$12,940

Professional Development Expenditures

Professional development for teachers	\$0
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$12,940

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$12,940
2021-22 Unspent funds	\$0

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2022–23 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District	06/20/2019
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter	
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Meg Kailikole
Authorized Representative's Title	Business Manager

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2022–23 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2022–23 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies.

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CLASSIFIED SENIORITY LIST

Last Revised Date October 20, 2022

POSITION/EMPLOYEE	FIRST DAY OF PAID SERVICE	# OF HOURS/ MONTHS	ADDITIONAL INFORMATION
ADMIN, ACCOUNTS PAYABLE/OFFICE ASSISTANT			
Tiffany Grant-Tulley	08/27/16 – 06/30/18	3.5 Hrs / 12 Mo	See MAIL PERSON & LIBRARY AIDE
Tiffany Grant-Tulley (D.O. AP)	07/01/18	7 Hrs / 12 Mo	See ACCOUNTS PAYABLE & LIBRARY AIDE; Increase in AP hours; incorporate mail person function
ADMIN, ADMINISTRATIVE ASSISTANT			
Tracy Elo	09/05/06 – 07/20/07	6.5 Hrs / 10 Mo	See increase in hours.
Tracy Elo	07/31/07	8.0 Hrs / 11 Mo	Move from Comm Sch to K-8; increase in hours
Kamala Meyer Lance	8/21/07 – 08/18/13	6.5 Hrs / 10 Mo	Increase in hours. Move from K-8 to Comm Sch
Kamala Meyer Lance	08/19/13 – 6/30/17	8.0 Hrs / 10 Mo	Increase in hours
Kamala Meyer Lance	07/01/17	8.0 Hrs / 11 Mo	Increase in days: 190 to 207
Erin Placido	09/20/17 – 7/15/2019	8.0 Hrs/ 11 Mo	See EXECUTIVE ASSISTANT TO SUPERINTENDENT
Megan Smithyman	09/03/2019	8.0 Hrs / 11 MO	
Nicole Gold	12/1/2021	8.0 Hrs/ 11 MO	
ADMIN, OFFICE ASSISTANT			
Kamala Meyer Lance	04/04/06 – 08/20/07	3.75 Hr / 10 Mo	See ADMINISTRATIVE ASSISTANT
AMIN, ADMINISTRATIVE SUPPORT-HS			
Noah Gold	08/01/18	8.0 Hrs / 200 days	See ATHLETIC DIRECTOR/STUDENT ACTIVITIES; step increase from 39 to 42 and added 10 days to schedule

POSITION/EMPLOYEE	FIRST DAY OF PAID SERVICE	# OF HOURS/ MONTHS	ADDITIONAL INFORMATION
AIDE, INSTRUCTIONAL			
Carol Salo	01/10/83 – 08/30/84	3.5 Hrs / 10 Mo	See INSTRUCTIONAL AIDE & LIBRARY AIDE
Melinda Leung	03/21/84 – 8/28/85	3.75 Hrs / 10 Mo	See INTEGRATIVE AIDE
Carol Salo	08/31/84 – 08/28/85	3.92 Hrs / 10 Mo	Increase from 3.5 hrs
Melinda Leung	08/29/85 – 08/27/17	3.5 Hrs / 10 Mo	Decrease from 3.75 hrs; See INTEGRATIVE AIDE
Carol Salo	08/29/85	3.75 Hrs / 10 Mo	Decrease from 3.92 hrs
Kathleen O'Grady	10/03/07 – 11/01/09	3.75 Hrs / 10 Mo	See INTEGRATIVE AIDE
Eric Triplett	10/22/14 – 8/17/15	6.5 Hrs / 10 Mo	Became Classified Management 08/18/15; See INTEGRATIVE AIDE
Kathy Gagnon	08/22/14 – 08/23/15	5.75 Hrs / 10 Mo	5.75 hrs, 3 days/week (3.45/day)
Kathy Gagnon	08/24/15 – 08/31/16	5.0 Hrs / 10 Mo	Increase from 5.75 hrs, 3 days/wk to 5.0 Hrs, 5 days/week
Kathy Gagnon	09/01/16	6.5 Hrs / 10 Mo	Increase from 5.0 hrs
Jessica Drayer	2/16/17	5.0 Hrs/ 10 Mo	See Certificated Staff Seniority List
Kathleen O'Grady	08/25/17	6.25 Hrs / 10 Mo	See INTEGRATIVE AIDE
Taylor Mize	08/25/17 – 12/02/18	3.75 Hrs / 10 Mo	
Jessica Ballard	08/28/17	6.5 Hrs / 10 Mo	See Preschool Site Supervisor
Carol Salo	8/24/18	3.5 Hrs / 10 Mo	Decrease from 3.75 to 3.5; see INSTRUCTIONAL AIDE & LIBRARY AIDE
Taylor Mize	12/03/18	5.5 Hrs / 10 Mo	See INSTRUCTIONAL AIDE; added 1.75 hours
Angelica Escobar-Chavez	8/23/19 – 9/2/2021	3.75 Hrs / 10 Mo	
Carol Salo	9/1/20 – 6/10/2022	6.5 Hrs/ 10 Mo	Increase from 3.5 hrs to 6.5 hrs See Library Aide
Taylor Mize	3/29/21- 8/23/21	5.75 (T/TH)/10 Mo	Increase from 5.5 hrs to 5.75 (3.75 hrs on MWF)
Angela Shelley	8/17/2021	6.5 Hrs/ 10 Mo	
Taylor Mize	8/23/2021	6.0 (TWF), 4.0 (MTH)	Increase from 3.75 hrs (perm) to 6.0 & 4.0
Angelica Escobar-Chavez	9/2/2021- 10/18/2021	5.0 Hrs/ 10 Mo	Increase from 3.75 hrs (perm) to 5.0 hrs
Sophia Gagnon	10/4/2021	6.5 Hrs/ 10 Mo	
Angelica Escobar-Chavez	10/18/2021	4.25 Hrs/ 10 Mo	Increase from 3.75 to 4.25 SEE INTEGRATIVE AIDE
Meghan Durbin	11/29/2021	6.5 Hrs/ 10 Mo	
Lee Larsen White	1/3/2022	4.0 Hrs/ 10 Mo	SEE INTEGRATIVE AIDE
Kathy Gagnon	1/3/2022	5.5 Hrs/ 10 Mo	SEE INTEGRATIVE AIDE
Sophia Gagnon	1/3/2022	5.5 Hrs/ 10 Mo	SEE INTEGRATIVE AIDE
Carol Salo	8/19/2022	3.75 Hrs/ 10 Mo	Decrease from 6.5 @ Albion; SEE LIBRARY AIDE
Barbara Connelly	8/19/2022	5.5 Hrs/ 10 Mo	See Greenwood Preschool; SEE INTEGRATIVE AIDE
Sherry DeGrange	8/19/2022	3.75 Hrs/ 10 Mo	SEE INTEGRATIVE AIDE

Mary Moffett	8/19/2022	3.75 Hrs/ 10 Mo	
Riley Phenix	8/29/2022	3.75 Hrs/ 10 Mo	

POSITION/EMPLOYEE	FIRST DAY OF PAID SERVICE	# OF HOURS/ MONTHS	ADDITIONAL INFORMATION
AIDE, INTEGRATIVE			
Kathleen O'Grady	11/02/09 - 08/24/17	6.25 Hrs / 10 Mo	See INSTRUCTIONAL AIDE
Eric Triplett	10/28/13 - 10/21/14	6.5 Hrs / 10 Mo	See INSTRUCTIONAL AIDE; LEAD AIDE
Amy Johnston	08/22/14	6.25 Hrs / 10 Mo	
Derek Lemos	09/14/16	6.5 Hrs / 10 Mo	
Melinda Leung	08/28/17	6.5 Hrs / 10 Mo	See INSTRUCTIONAL AIDE
Carrie Dunlap	08/24/18	6.5 Hrs / 10 Mo	
Lee Larsen White	8/20/2021	6.25 Hrs/ 10 Mo	Sunrise Aide
Angelica Escobar-Chavez	10/18/2021	2.25 Hrs/ 10 Mo	SEE INSTRUCTIONAL AIDE
Lee Larsen White	1/3/2022	2.25 Hrs/ 10 Mo	Decrease in hours; SEE INSTRUCTIONAL AIDE
Kathy Gagnon	1/3/2022	1.0 Hrs/ 10 Mo	SEE INSTRUCTIONAL AIDE
Sophia Gagnon	1/3/2022	1.0 Hrs/ 10 Mo	SEE INSTRUCTIONAL AIDE
Barbara Connelly	8/19/2022	1.0 Hrs/ 10 Mo	SEE INSTRUCTIONAL AIDE
Sherry DeGrange	9/6/2022	2.25 Hrs/ 10 Mo	SEE INSTRUCTIONAL AIDE
AIDE, LEAD (CLASSIFIED MANAGEMENT)			
Eric Triplett	08/18/15	7.0 Hrs 10 Mo	See INSTRUCTIONAL AIDE; INTEGRATIVE AIDE
AIDE, LIBRARY AIDE			
Tiffany Grant-Tulley	01/06/05 - 6/30/18	3.5 Hrs / 10 Mo	See MAIL PERSON & ACCOUNTS PAYABLE
Carol Salo	08/24/18 - 9/4/20	3.0 Hrs / 10 Mo	See INSTRUCTIONAL AIDE
Carol Salo	8/19/2022	2.75 Hrs / 10 Mo	See INSTRUCTIONAL AIDE
AIDE, SLP			
ATHLETIC DIRECTOR			
Noah Gold	08/20/07 - 01/31/08	5.2 Hrs	See STU ACTIVITIES/ATHLETIC DIR
ATHLETIC DIR STU/ACTIVITIES			
Noah Gold	02/01/08 - 07/31/18	8.0 Hrs	See ATHLETIC DIRECTOR & ADMIN SUPPORT-HS. Range Change from 37 to 39 on 07/01/14

POSITION/EMPLOYEE	FIRST DAY OF PAID SERVICE	# OF HOURS/ MONTHS	ADDITIONAL INFORMATION
COOK			
Diane Price	04/01/92 – 09/20/92	5.5 Hrs / 10 Mo	Increase in hours; see CAFETERIA HELPER
Diane Price	09/21/92 – 10/25/95	7.0 Hrs / 10 Mo	Increase in hours
Diane Price	10/26/95 – 08/28/96	4.5 Hrs / 10 Mo	Decrease in hours
Diane Price	08/29/96 – 08/26/97	7.0 Hrs / 10 Mo	Increase in hours. See MANAGER COOK, CAFÉ HELPER
Patricia Evans	08/27/01	8.0 Hrs / 10 Mo	Increase in hours; range change from 21 to 23 on 07/01/14
Isabel Martinez	8/20/2021	5.0 Hrs / 10 Mo	
COOK, MANAGER			
Diane Price	08/27/97 – 08/20/01	7.0 Hrs / 10 Mo	See COOK
Diane Price	08/21/01	8.0 Hrs / 10 Mo	Increase in hours. Range change from 30 to 35 on 07/01/14
COMPUTER SUPPORT TECH			
James Wroble	09/25/06	8.0 Hrs / 12 Mo	
CUSTODIAN			
Fernando Martinez	08/19/11	8.0 Hrs / 12 Mo	
Ruben Villegas	09/24/12	8.0 Hrs / 12 Mo	
Rogelio Munoz	07/01/14	8.0 Hrs / 12 Mo	
Bram Sluis	10/18/2021	8.0 Hrs / 12 Mo	
CUSTODIAN - LEAD			
Barbara Mueller	05/18/98	8.0 Hrs / 12 Mo	Range change from 32 to 36 on 07/01/09
LIBRARIAN			
MAIL PERSON			
Tiffany Grant-Tulley	10/30/07 – 06/30/18	1.0 Hrs / 10 Mo	See LIBRARY ASSISTANT & ACCOUNTS PAYABLE

POSITION/EMPLOYEE	FIRST DAY OF PAID SERVICE	# OF HOURS/ MONTHS	ADDITIONAL INFORMATION
MAINTENANCE - GROUNDSKEEPER			
Kyle Rodriguez	01/29/14 – 06/30/15	8.0 Hrs / 12 Mo	See MAINTENANCE WORKER
Kiva Myad	03/10/16 –	8.0 Hrs / 12 Mo	
MAINTENANCE WORKER			
Kyle Rodriguez	07/01/15 – 08/31/17	8.0 Hrs / 12 Mo	See MAINTENANCE WORKER II; MAINT.- GROUNDS KEEPER
Paulo Andrade	02/11/16 – 08/31/17	8.0 Hrs / 12 Mo	See MAINTENANCE WORKER II/Classified Mgt
Travis Yolles	6/1/2021- 06/10/2022	8.0 Hrs / 12 Mo	See MAINTENANCE WORKER II
Maintenance Worker II			
Kyle Rodrigues	09/01/17 –	8.0 Hrs / 12 Mo	See MAINTENANCE WORKER; MAINT. GROUNDS KEEPER
Paulo Andrade	09/01/17 – 4/5/2021		See MAINTENANCE WORKER/Classified Mgt
Travis Yolles	07/01/2022	8.0 Hrs / 12 Mo	See MAINTENANCE WORKER
Payroll Clerk			
Michele Sheldon	11/8/2007	8.0 Hrs/ 12 Mo	See Registrar
PRESCHOOL SITE SUPERVISOR (Class. Management)			
Jessica Ballard	8/24/20	5.0 Hrs / 10 Mo	See INSTRUCTIONAL AIDE
PRESCHOOL TEACHER			
PRESCHOOL TEACHER ASSISTANT			
Madison McKenney	8/20/2021	2.2 Hrs / 10 Mo	
Barbara Connelly	8/20/2021-6/10/2022	2.2 Hrs / 10 Mo	SEE INSTRUCTIONAL/INTEGRATIVE AIDE
Madison McKenney	8/19/2022	4.4 Hrs / 10 Mo	Increase from 2.2 Hrs to 4.4 Hrs
Registrar			
Michele Sheldon	4/6/2005 – 11/7/2007	8.0 Hrs/ 11 Mo	See Payroll Clerk
Liz Newkirk	08/10/09-08/11/13	8 Hrs /11 Mo	See Certificated Seniority List
Marci Arter	4/21/14 -	7.5 Hrs / 11 Mo	

MCN

POSITION/EMPLOYEE	FIRST DAY OF PAID SERVICE	# OF HOURS* /MONTHS	ADDITIONAL INFORMATION
MCN FIELD TECHNICIAN LEAD			
Matthew Starkweather	8/30/19 – 3/31/20	8.0 / 12 Mo	See MCN FIELD TECH & MCN OPS MGR
MCN FIELD TECHNICIAN			
Mathew Starkweather	07/05/16-8/29/19	8.0 Hrs / 12 Mo	See MCN FIELD TECHNICIAN LEAD & MCN OPS MGR
Marco Ramos Cortez	05/31/18 – 4/1/2020	8.0 Hrs / 12 Mo	See MCN OPS TECH
MCN TECH SUPPORT			
Jerry Moore	07/15/01 – 08/19/04	8.0 Hrs / 12 Mo	See MCN NETWORK TECH I
Rob Buch	08/01/01 – 08/26/04	8.0 Hrs / 12 Mo	See MCN NETWORK TECH I
MCN NETWORK TECH I			
Jerry Moore	08/20/04 – 01/31/07		See MCN NETWORK TECH 2; MCN TECH SUPPORT
Rob Buch	08/27/04 – 06/30/07	8.0 Hrs / 12 Mo	See MCN JR. NETWORK ADMIN
MCN NETWORK TECH 2			
Jerry Moore	02/01/07 – 09/16/07	8.0 Hrs / 12 Mo	See MCN SR. NETWORK ADMIN; MCN TECH SUPPORT; MCN NETWORK TECH 1
MCN JR. NETWORK ADMIN			
Rob Buch	07/01/07 – 4/1/2020	8.0 Hrs / 12 Mo	See MCN NETWORK TECH 1; MCN TECH SUPPORT; MCN NETWORK TECH
MCN SR. NETWORK ADMIN			
Jerry Moore	09/17/07	8.0 Hrs / 12 Mo	See MCN NETWORK TECH 2;
MCN OUTSIDE OPERATIONS MGR			
Matthew Starkweather	4/1/2020	8.0 Hrs / 12 Mo	See MCN Field Tech & Field Tech Lead
MCN INSIDE OPERATIONS MGR			
Sarah Flowers	9/12/2022	8.0 Hrs / 12 Mo	
MCN OPERATIONS ENGINEER			
Rob Buch	4/1/2020 – 10/5/22	8.0 Hrs / 12 Mo	See MCN Tech Support, MCN Network Admin, MCN Tech Support I See Principals/Management

	MCN OPERATIONS TECHNICIAN				
	Marco Ramos Cortes	4/1/2020	8.0 Hrs/ 12 Mo		See MCN Field Tech
	Matthew Griffen	11/15/2021	8.0 Hrs/ 12 Mo		SEE MCN INSIDE OPERATIONS AGENT
	MCN INSIDE OPERATIONS AGENT				
	Matthew Griffen	7/12/2021- 11/14/2021	4.0 Hrs/ 12 Mo		SEE MCN OPERATIONS TECHNICIAN
	Lorin Ohayon	01/03/2022	8.0 Hrs/ 12 Mo		

2022-23 Certificated Seniority List/Assignments

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Last name	first	status	FTE	hired	1st day	seniority	cred	authorization	other	Assignment			
2	Hutchinson	Derek	Perm	1.0	1995	08/23	08/23/95	CL Single Sub	Soc Sci	SDAIE MA	Head Teacher, Soc Sci (Comm School)			
3	Hahn	Tobin	Perm	1.0	1996	08/28	08/28/96	CL Single Sub	Bio Sci/Chemistry	SDAIE MA, 7/1/16	Principal (HS)			
4	Oison Day	Ryan	Perm	1.0	1998	08/24	08/24/98	SS Gen. Science	Soc. Sci.	SDAIE, MA	Sunrise			
5	Haasi(Awes)	Penny	Perm	0.8	2001	08/23	08/23/01	CL SpEd	Learning Handicapped	CL Mult Sub: SDAIE	Resource Teacher (HS)			
6	Duncan	Pamela	Perm	1.0	2006	01/23	08/23/06	CI Singl Sub	Intro Eng/Soc. Sc	Masters, NBTS, Lang Devel Spec	Social Science (HS)			
7	Hunnichouse	Kim	Perm	1.0	2006	08/23	08/23/06	CL Mult Sub	Principal 7/1/12	EL, MA, PASC	Principal (K-8)			
8	Sosnovec	Tom	Perm	1.0	2007	08/20	08/20/07	CL Single Sub	Math	ELA1, 24 units Certificate Program	Math & Computer Programming (HS)			
9	Oatney	Mark	Perm	1.0	2008	08/17	08/17/08	CL Single Sub	Art	CLAD, CL Mult Sub	Art (K-8)			
10	Freeling	Linda	Perm	1.0	2008	08/18	08/17/09	CL Mult Sub	mod/sever, mild/mod	SPEL, CL Mult Sub, EL	ELL Teacher (K-12)			
11	Perry	Megan	Perm	1.0	2009	08/17	08/17/09	CL SpEd		CLAD, NBPTS	K-5Rtl Teacher (K8)			
12	Blaser	Sasha	Perm	1.0	2011	8/22	08/22/11	CL Mult Sub		CLAD, English	2nd Grade (K-8)			
13	Sawyer	Michelle	Perm	0.6	2012	8/20	08/20/12	CL Mult Sub	Math	CLAD, Math (Loc. Assign/Option)	8th Math (K-8)			
14	Lucier	Laura	Perm	1.0	2012	8/20	08/20/12	CL Single Sub	PE, Health	CLAD	Head Teacher/6/7/8 PE/Health (K-8)			
15	Inwood	Emily	Perm	1.0	2013	8/19	08/19/13	CL Mult Subj		SS English & Health Science, CLAD	Independent Study			
16	Barnett-Tuomala	Laura	Perm	0.8	2013	8/19	08/19/13	Clear SS PE	PE	2 MA's, BCLAD	PE/Health (HS)			
17	Brown	Marshall	Perm	1.0	2013	8/19	08/19/13	CL CTE, Arts, Media, & Entertainment		SDAIE, (2 Temp. FTE added 1-3-17)	Media Teacher (HS)			
18	Root	Molly	Perm	0.6	2013	8/19	08/19/13	CL Mult Subj		CLAD, MA	7th Math (K-8)			
19	Fosse	Alex	Perm	1.0	2013	8/19	08/19/13	CL Single Sub	Earth Sci, Bio, Math	Auth:GeoSci, BiolSci, IntroBus., Math,	Biology/Horticulture/SONAR (HS)			
20	Marin	Amanda	Perm	1.0	2014	2/24	02/24/14	CL Single Subj	Prelim C	CLAD	K-3 Teacher (Albion)			
21	Renslow	Beth	Perm	1.0	2014	8/19	08/19/14	CL MultSubj		ELA1	4/5 Teacher (K-8)			
22	Grienberg	Hannah	Perm	1.0	2014	8/19	08/19/14	CL MultSubj		BCLAD, MA	3rd Grade (K-8)			
23	Levy	Anna	Perm	0.5	2014	8/19	08/19/14	Clear PPS Sch. Counseling	Clear	MA, LPCC license	School Counselor (K-12)			
24	Miller	Meghan	Perm	1.0	2014	8/19	08/19/14	CL SpEd Mild/Mod		CLAD, MA	School Counselor (HS)			
25	Newkirk	Liz	Perm	0.6	2014	8/19	08/19/14	PPS School Counseling	CL SS English	MA, ELA1	Math Teacher (HS)			
26	Dominguez	Diana	Perm	1.0	2015	8/18	08/18/15	Single Sub	Math	CLAD	Math Teacher (HS)			
27	Plocher	Darcie	Perm	1.0	2015	8/18	08/18/15	CL Mult Subj & SS PE	PE Auth	CLAD	K-8 PE K-8)			
28	Eastman	James	Perm	1.0	2016	8/22	8/22/2016	Single Sub	English	ELAS	English (HS)			
29	Barrett	Carolen	Perm	0.6	2016	8/22	8/22/2016	CL Mult Subj	Culinary	CTE	Culinary (HS)			
30	Moran	John	Perm	1.0	2016	8/22	8/22/2016	CL Mult Subj		MA in Ed., ELA 1, Plant Science	4/5 Grade (K-8)			
31	Rain	Enik	Perm	0.6	2017	8/21	8/21/2017	CL SS Art, CTE, Mult. Subj.		ELA1	Art (HS)			
32	Porter	Iana	Perm	1.0	2017	8/21	8/21/2017	Mult Subj.		ELAM	1/2 Grade (K-8)			
33	Stump	Samuel	Perm	1.0	2017	8/21	8/21/2017	SS Eng. & Soc Sci		MA in Ed, CLAD	English (HS)			
34	Jimenez	Cecilia	Perm	1.0	2017	8/21	8/21/2017	CL PPSC Social Work		FLuen/Spanish, MA, LCSW license	Social Worker (K-12)			
35	West	Jordan	Perm	1.0	2018	8/20	8/20/2018	CL Mult Subj		ELA1	6th Grade ELA/SS			
36	Potter	Joshua	Perm	1.0	2019	8/19	8/19/2019	CL SpEd Mild/Mod		MA, CLAD	6-8 Resource (K-8)			
37	Fries	Sara	Perm	1.0	2019	8/19	8/19/2019	CL Mult Subj	Math/Science	CLAD	6th Grade (K-8)			
38	Martin	May	Perm	1.0	2019	8/19	8/19/2019	SS Science	Physics/Chemistry	MA, Working/BTSA	Science (HS)			
39	Drayer	Jessica	Perm	1.0	2019	8/19	8/19/2019	CL Mult Subj	History	MA in Ed., ELA1	TKK (K-8)			
40	Meuschke	Jesse	Perm	1.0	2020	8/24	8/24/2020	CL SS		MA in Ed. Tech	8th Grade (K8)			
41	Meuschke	Hannah Rose	Perm	1.0	2020	8/24	8/24/2020	CL Mult Subj		CLAD	3rd Grade (K-8)			
42	Cunbrie	Rebekkah	Prob 2	1.0	2021	7/16	7/16/2021	CL Mult Subj		CLAD	Complete School Teacher			
43	Barty	Tami	Prob 0	0.4	2021	7/16	7/16/2021	CTE Intern		Working/BTSA, Prelim. CTE	Woodshop (HS)			
44	Stowron	Samantha	Prob 2	1.0	2021	7/16	7/16/2021	SLP	BTSA/CTE	Masters.	Speech/Language Pathologist			
45	Frederick	Aimee	Prob 2	1.0	2021	8/16	8/16/2021	CL Mult Subj		CLAD	7/8 ELA (K8)			
46	Gilbert	James	Prob 1	1.0	2022	8/15	8/15/2022	CL SS	Spanish	CLAD, ELAE	9-12 Spanish (HS)			
47	Hardley	Allison	Prob 1	1.0	2022	8/15	8/15/2022	CL SpEd Mild/Mod	mod/sever, mild/mod	CLAD, ELAE	K-5 Resource (K8)			
48	Dell Stuckey	Maceella	Prob 0	1.0	2022	8/15	8/15/2022	FL Credential		MA in Eng: CLAD	6-8 Rtl (K8)			
49	Channel	Adam	Prob 1	1.0	2022	8/15	8/15/2022	CL SS	English	MA in Eng: CLAD	K-8 Elective Teacher			
50	Thomas	Erin	Prob 0	1.0	2022	8/15	8/15/2022	Intern	30 day Emergency Working	BTSA, Intern	7/8 Science Teacher			



**Addendum to Memorandum of Understanding (MOU)
Between
Sonoma County Superintendent of Schools as the Local Educational Agency
For the North Coast School of Education,
and**

Mendocino Unified School District

Name of Participating Agency (COE, School District, School)

This document constitutes an Addendum to the signed MOU between the employing agency and Sonoma County Office of Education.

The agreement is that the employing district is contracting with Sonoma County Office of Education/North Coast School of Education for Virtual Mentor Services between July 1, 2022 through June 30, 2023.

Item #G 3 is modified to: Funds will be retained by SCOE/NCSOE to offset the cost of the Mentor stipend at the rate of \$1,250.00 per Candidate where a Virtual Mentor has been assigned. Should the employing agency pay a higher rate for Mentor support, NCSOE will invoice the additional amount to the employing agency and pay the Virtual Mentor the agreed upon stipend. NCSOE will retain the allocated \$100 per participant funding from the District Coordinator stipend to offset hiring and training fees of each Virtual Mentor from employing agencies using these Virtual Mentor Services.

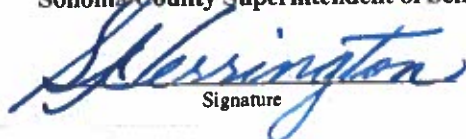
Virtual Mentor assignments are as follows:

Candidate: <u>Erin Thomas</u>	Virtual Mentor: <u>Erin Radelfinger</u>	Annual Stipend: <u>\$1250.00</u>
Candidate: _____	Virtual Mentor: _____	Annual Stipend: _____
Candidate: _____	Virtual Mentor: _____	Annual Stipend: _____
Candidate: _____	Virtual Mentor: _____	Annual Stipend: _____
Candidate: _____	Virtual Mentor: _____	Annual Stipend: _____

Authorized Signatures:

Authorized signatures below indicate understanding and acceptance of the terms of this Addendum.

Sonoma County Superintendent of Schools as LEA


Signature

Dr. Steven Herrington / Superintendent
Printed Name/Title

3-22-22
Date

North Coast School of Education


Signature

Jason A. Lea, Ed.D. / NCSOE Superintendent
Printed Name/Title

3/24/22
Date

Participating Agency

Name of District, School or County Office of Education:

Mendocino Unified S.D.
Jason Morse / MUSD Superintendent


Signature

Jason Morse / Superintendent
Printed Name/Title

9/19/22
Date

Mendocino Unified School District
 2022-23 Classified Management Salary Schedule

Effective Date: July 1, 2022
 Board Approved: June 14, 2022

Board Consideration: October 20, 2022 - to change the MCN Business Manager salary
 All other salaries remain unchanged.

Business Manager - Annual	step 1	2	3	4	5	6	7	8	9	10
MUSD Business Manager	88,573	91,673	94,881	98,201	101,639	105,196	108,879	112,689	116,633	120,717
MCN Business Manager	76,200	82,125	86,050	89,975	93,900	97,280	100,782			
MCN Assistant Business Manager	61,560	64,222	66,991							

Supervisor - Hourly	step 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Executive Asst to Superintendent	27.41	28.46	29.56	30.69	31.88	33.11	34.39	35.72	37.10	38.54	40.04	41.60	43.22	44.90	46.65	48.48	50.37
Maintenance Supervisor																	
Transportation Supervisor																	
Leade Aide																	
Preschool Site Supervisor	29.25	31.23	33.22	35.21	37.19	39.18	41.17	43.15	44.54	45.92	47.30						

Effective 07-01-2020 - 12 Month Employees will be contracted for 260 days per year

Per Sections 11.9.1 and 11.9.1.1 of the Classified Management Agreement, the Executive Assistant to the Superintendent, Maintenance Supervisor, Transportation Supervisor, and Lead Aide may earn one (1) professional development increment of 4% salary adjustment.

X _____ Date _____
 Signature - Superintendent

Uniform Complaint Procedures (UCP)

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)
3. After School Education and Safety programs (Education Code 8482-8484.65)
4. Agricultural career technical education (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Child care and development programs (Education Code 8200-8488)
7. Compensatory education (Education Code 54400)

Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)
8. Course periods without educational content (Education Code 51228.1-51228.3)
9. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)
10. Educational and graduation requirements for students in foster care, homeless students, students from military families, and students formerly in a juvenile court school (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
11. Every Student Succeeds Act (Education Code 52059.5; 20 USC 6301 et seq.)
12. Local control and accountability plan (Education Code 52075)

13. Migrant education (Education Code 54440-54445)
14. Physical education instructional minutes (Education Code 51210, 51222, 51223)
15. Student fees (Education Code 49010-49013)
16. Reasonable accommodations to a lactating student (Education Code 222)
17. Regional occupational centers and programs (Education Code 52300-52334.7)
18. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)
19. School safety plans (Education Code 32280-32289)
20. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)
21. State preschool programs (Education Code 8207-8225)
22. State preschool health and safety issues in license-exempt programs (Education Code 8212)
23. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
24. Any other state or federal educational program the Superintendent of Public Instruction or designee deems appropriate

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be investigated and resolved by the specified agency or through an alternative process:

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency. (5 CCR 4611)
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services. (5 CCR 4611)
3. Any complaint alleging that a student, while in an education program or activity in which the district exercises substantial control over the context and respondent, was subjected to sexual harassment as defined in 34 CFR 106.30 shall be addressed through the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as specified in AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.
4. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.
5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE), failure or refusal to implement a due process hearing order to which the district is subject, or a physical safety concern that interferes with the district's provision of FAPE shall be submitted to the California Department of Education (CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education. (5 CCR 3200-3205)
6. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)
7. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)
8. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher

vacancies and misassignments shall be investigated and resolved in accordance with AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002

WEB SITES

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

California Department of Education: <http://www.cde.ca.gov>

Family Policy Compliance Office: <http://www2.ed.gov/policy/gen/guid/fpc>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/ocr>

U.S. Department of Justice: <http://www.justice.gov>

(3/18 3/19 5/20)

Community Relations
Uniform Complaint Procedures
Compliance Officers

The district designates the individual(s), position(s), or unit(s) identified below as responsible for receiving, coordinating, and investigating complaints and for complying with state and federal civil rights laws. The individual(s), position(s), or unit(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment responsible for handling complaints regarding unlawful discrimination, harassment, intimidation, or bullying and in AR 5145.7 - Sexual Harassment for handling complaints regarding sexual harassment.

Jason Morse
Superintendent
P.O. Box 150
Mendocino, CA 95460
(707) 937-5868
JMorse@mcn.org

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program; applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination, harassment, intimidation, or bullying; applicable standards for reaching decisions on complaints; and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

The compliance officer or, if necessary, an appropriate administrator shall determine whether interim measures are necessary during an investigation and while the result is pending. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

In addition, the Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. (5 CCR

4622)

The notice shall include:

1. A statement that the district is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group, and a list of all programs and activities that are subject to UCP as identified in the section "Complaints Subject to UCP" in the accompanying Board policy
2. The title of the position responsible for processing complaints, the identity of the person(s) currently occupying that position if known, and a statement that such persons will be knowledgeable about the laws and programs that they are assigned to investigate
3. A statement that a UCP complaint, except a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed no later than one year from the date the alleged violation occurred
4. A statement that a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct
5. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities
6. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint
7. A statement that the district will post a standardized notice of the educational and graduation requirements of foster youth, homeless students, children of military families, and former juvenile court school students now enrolled in the district, as specified in Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process
8. A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant
9. A statement that, for programs within the scope of the UCP as specified in the accompanying Board policy, the complainant has a right to appeal the district's investigation report to the California Department of Education (CDE) by filing a written appeal, including a copy of the original complaint and the district's decision, within 30 calendar days of receiving the district's decision
10. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal laws prohibiting discrimination, harassment, intimidation, or bullying, if applicable
11. A statement that copies of the district's UCP are available free of charge

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.6 shall be posted on the district and district school web sites and may be provided through district-supported social media, if available.

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's UCP policy, regulation, forms, and notices shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp. If a site administrator not designated as a compliance officer receives a complaint, the site administrator shall notify the compliance officer.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy may be filed by any individual, public agency, or organization. (5 CCR 4600)
2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee.
3. A UCP complaint, except for a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying, shall be filed no later than one year from the date the alleged violation occurred. For complaints related to the LCAP, the date of the alleged violation is the date when the County Superintendent of Schools approves the LCAP that was adopted by the Governing Board. (5 CCR 4630)
4. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges having personally suffered unlawful discrimination, a person who believes that any specific class of individuals has been subjected to unlawful discrimination, or a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. (5 CCR 4630)
5. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the

complainant setting forth the reasons for the extension. (5 CCR 4630)

6. When a complaint alleging unlawful discrimination, harassment, intimidation, or bullying is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.

7. When a complainant of unlawful discrimination, harassment, intimidation, or bullying or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Mediation

Within three business days after receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation to resolve the complaint. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination, harassment, intimidation, or bullying, the compliance officer shall ensure that all parties agree to permit the mediator access to all relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with an investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or the complainant's representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform the parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination, harassment, intimidation, or bullying, the compliance officer shall interview the alleged victim(s), any alleged offender(s), and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

Refusal by the district to provide the investigator with access to records and/or information related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or any other obstruction of the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Timeline for Investigation Report

Unless extended by written agreement with the complainant, the investigation report shall be sent to the complainant within 60 calendar days of the district's receipt of the complaint.

Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Investigation Report" below. If the complainant is dissatisfied with the compliance officer's decision, the complainant may, within five business days, file the complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. When required by law, the matter shall be considered in closed session. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

For any complaint alleging unlawful discrimination, harassment, intimidation, and bullying, the respondent shall be informed of any extension of the timeline agreed to by the complainant, and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

Investigation Report

For all complaints, the district's investigation report shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered
2. A conclusion providing a clear determination for each allegation as to whether the district is in compliance with the relevant law
3. Corrective action(s) whenever the district finds merit in the complaint, including, when required by law, a remedy to all affected students and parents/guardians and, for a student fees complaint, a remedy that complies with Education Code 49013 and 5 CCR 4600
4. Notice of the complainant's right to appeal the district's investigation report to CDE, except when the district has used the UCP to address a complaint not specified in 5 CCR 4610
5. Procedures to be followed for initiating an appeal to CDE

The investigation report may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

In consultation with district legal counsel, information about the relevant part of an investigation report may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the investigation report or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination, harassment, intimidation, and bullying, notice of the investigation report to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient (LEP) student or parent/guardian, then the district's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

For complaints alleging unlawful discrimination, harassment, intimidation, and bullying based on state law, the investigation report shall also include a notice to the complainant that:

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including, but not limited to, injunctions, restraining orders or other remedies or orders, 60 calendar days after the filing of an appeal with CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination, harassment, intimidation, or bullying, appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim

7. Restorative justice

8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

For complaints of retaliation or unlawful discrimination, harassment, intimidation, or bullying involving a student as the respondent, appropriate corrective actions that may be provided to the student include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination, harassment, intimidation, or bullying, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination, harassment, intimidation, or bullying, that the district does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the law regarding student fees, deposits, and other charges, physical education instructional minutes, courses without educational content, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51222, 51223, 51228.3, 52075)

For complaints alleging noncompliance with the law regarding student fees, the district, by engaging in reasonable efforts, shall attempt in good faith to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's investigation report on a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with CDE within 30 calendar days of receiving the district's investigation report. (5 CCR 4632)

The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's investigation report for that complaint. The complainant shall specify and explain the basis for the appeal, including at least one of the following: (5 CCR 4632)

1. The district failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the district's investigation report lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the district's investigation report are not supported by substantial evidence.
4. The legal conclusion in the district's investigation report is inconsistent with the law.
5. In a case in which the district found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by CDE that the district's investigation report has been appealed, the Superintendent or designee shall forward the following documents to CDE within 10 days of the date of notification: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the district's investigation report
3. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
4. A report of any action taken to resolve the complaint
5. A copy of the district's UCP
6. Other relevant information requested by CDE

If notified by CDE that the district's investigation report failed to address allegation(s) raised by the complaint, the district shall, within 20 days of the notification, provide CDE and the appellant with an amended investigation report that addresses the allegation(s) that were not addressed in the original investigation report. The amended report shall also inform the appellant of the right to separately appeal the amended report with respect to the allegation(s) that were not addressed in the original report. (5 CCR 4632)

Health and Safety Complaints in License-Exempt Preschool Programs

Any complaint regarding health or safety issues in a license-exempt California State Preschool Program (CSPP) shall be addressed through the procedures described in 5 CCR 4690-4694.

In order to identify appropriate subjects of CSPP health and safety issues pursuant to Health and Safety Code 1596.7925, a notice shall be posted in each license-exempt CSPP classroom in the district notifying parents/guardians, students, and teachers of the health and safety requirements of Title 5 regulations that apply to CSPP programs pursuant to Health and Safety Code 1596.7925 and the location at which to obtain a form to file any complaint alleging noncompliance with those requirements. For this purpose, the Superintendent or designee may download and post a notice available from the CDE web site. (Education Code 8212; 5 CCR 4691)

The district's annual UCP notification distributed pursuant to 5 CCR 4622 shall clearly indicate which of its CSPP programs are operating as exempt from licensing and which CSPP programs are operating pursuant to requirements under Title 22 of the Code of Regulations. (5 CCR 4691)

Any complaint regarding specified health or safety issues in a license-exempt CSPP program shall be filed with the preschool program administrator or designee, and may be filed anonymously. The complaint form shall specify the location for filing the complaint, contain a space to indicate whether the complainant desires a response to the

complaint, and allow a complainant to add as much text as desired to explain the complaint. (Education Code 8212; 5 CCR 4690)

If it is determined that the complaint is beyond the authority of the preschool program administrator, the matter shall be forwarded to the Superintendent or designee in a timely manner, not to exceed 10 working days, for resolution. The preschool administrator or the Superintendent or designee shall make all reasonable efforts to investigate any complaint within their authority. (Education Code 8212; 5 CCR 4692)

Investigation of a complaint regarding health or safety issues in a license-exempt CSPP program shall begin within 10 days of receipt of the complaint. (Education Code 8212; 5 CCR 4692)

The preschool administrator or designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the preschool administrator or Superintendent's designee shall, within 45 working days of the initial filing of the complaint, report the resolution of the complaint to the complainant and CDE's assigned field consultant. If the preschool administrator makes this report, the information shall be reported at the same time to the Superintendent or designee. (Education Code 8212; 5 CCR 4692)

If a complaint regarding health or safety issues in a license-exempt CSPP program involves an LEP student or parent/guardian, then the district's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Board at a regularly scheduled hearing and, within 30 days of the date of the written report, may file a written appeal of the district's decision to the Superintendent of Public Instruction in accordance with 5 CCR 4632. (Education Code 8212; 5 CCR 4693, 4694)

All complaints and responses are public records. (5 CCR 4690)

On a quarterly basis, the Superintendent or designee shall report summarized data on the nature and resolution of all CSPP health and safety complaints, including the number of complaints by general subject area with the number of resolved and unresolved complaints, to the Board at a regularly scheduled Board meeting and to the County Superintendent. (5 CCR 4693)

Uniform Complaint Procedures (UCP) Annual Notice

NOTICE TO PARENTS/GUARDIANS, STUDENTS, AND TEACHERS: PRESCHOOL COMPLAINT RIGHTS

Parents/Guardians, Students, and Teachers:

Pursuant to Education Code 8212, you are hereby notified that any California State Preschool Program that is exempt from licensure must have:

1. Outdoor shade that is safe and in good repair
2. Drinking water that is accessible and readily available throughout the day
3. Safe and sanitary restroom facilities with one toilet and handwashing fixture for every 15 children
4. Restroom facilities that are available only for preschoolers and kindergartners
5. Visual supervision of children at all times
6. Indoor and outdoor space that is properly contained or fenced and provides sufficient space for the number of children using the space at any given time
7. Playground equipment that is safe, in good repair, and age appropriate

If you choose to file a complaint alleging that any of the above conditions is not being met, your complaint will be addressed through the district's uniform complaint procedures as required by law. A complaint form may be obtained at the school office or district office, or downloaded from the school or district web site. You may also download a copy of the California Department of Education complaint form from the following web site: <http://www.cde.ca.gov/re/cp/uc>. However, a complaint need not be filed using either the district's complaint form or the complaint form from the California Department of Education.

5/20

Uniform Complaint Procedures (UCP) Annual Notice

PRESCHOOL COMPLAINT FORM:

UNIFORM COMPLAINT PROCEDURES

Education Code 8212 requires that the district's uniform complaint procedures be used for the filing of complaints concerning noncompliance with health and safety standards for license-exempt California State Preschool Programs. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? Yes No

Contact information: (if response is requested)

Name: _____

Address: _____

Phone number: Day: _____ Evening: _____

E-mail address, if any: _____

Date problem was observed: _____

Location of the problem that is the subject of this complaint:

School name/address: _____

Room number/name of room/location of facility: _____

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please contact the school or district for the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

- The preschool does not have outdoor shade that is safe and in good repair.
- Drinking water is not accessible and/or readily available throughout the day.
- The preschool does not provide safe and sanitary restroom facilities with one toilet and handwashing fixture for every 15 children.
- Restroom facilities are not available only for preschoolers and kindergartners.
- The preschool program does not provide visual supervision of children at all times.
- Indoor or outdoor space is not properly contained or fenced or does not provide sufficient space for the number of children using the space at any given time.
- Playground equipment is not safe, in good repair, or age appropriate.

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary to fully describe the situation.

Please file this complaint at the following location:

Jason Morse, Superintendent
District Office
44141 Little Lake Rd, PO Box 1154
Mendocino, CA 95460

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

(Signature) (Date)

5/20

Bids

The District has adopted the Uniform Public Construction Cost Accounting Act (Public Contract Code 22000) and therefore shall utilize informal bidding procedures for contracts involving an expenditure between \$60,000 to \$200,000 for a public project, and will utilize formal bidding procedures for a public project involving an expenditure of \$200,000 or more “Public project” includes construction, reconstruction, erection, alteration, renovation, improvement, painting, repainting, demolition, and repair work involving a District owned, leased, or operated facility.

The amount by which contracts other than those for public projects shall be competitively bid shall escalate automatically based upon the annual adjustment by the Superintendent of Public Instruction.

Competitive bids shall be sought through advertisement for contracts exceeding **\$99,100** (technical revision) for the following: (PCC 20111)

- 1) The purchase, rent, or lease of equipment, material, or supplies
- 2) Services excluding construction services, professional services or advice, and insurance services
- 3) Repairs, including maintenance that is not a public project

“Maintenance work” means routine, recurring, and usual work for preserving, protecting, and keeping a District facility operating in a safe, efficient, and continually usable condition for the intended purpose for which it was designed, improved, constructed, altered, or repaired. “Maintenance” includes, but is not limited to, carpentry, electrical, plumbing, glazing, and other craft work designed to preserve the facility as well as repairs, cleaning, and other operations on machinery and other permanently attached equipment. This definition does not include, among other types of work, janitorial or custodial services and protection provided by security forces, nor does it include painting, repainting, or decorating other than touchup. (PCC 20115)

Unless otherwise authorized by law, contracts shall be let to the lowest responsible bidder who shall give such security as the Governing Board requires, or else all bids shall be rejected. (PCC 20111, 20112)

When letting a contract for the procurement and/or maintenance of electronic data processing systems and supporting software, the Board may contract with any one of the three lowest responsible bidders. (PCC 20118.1)

The Board shall secure bids for any transportation service expenditure of more than \$10,000 when contemplating that such a contract may be made with a person or corporation other than a common carrier, municipally owned transit system, or a parent/guardian of students who are to be transported. The Board may let this contract to other than the lowest bidder. (Ed Code 39802)

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading the legal requirements of Public Contract Code 20110-20116 for contracting after competitive bidding. (PCC 20116)

Instructions and Procedures for Bids:

In order to facilitate the informal bidding process, the District shall maintain a list of qualified contractors. The list of contractors is established each November, by mailing a notice to the North Coast and Humboldt Builder’s Exchange trade journals inviting all licensed contractors to submit certain information to the District for inclusion on the list. This information includes the following:

- 1) The name and address to which a notice or proposal should be mailed or emailed;
- 2) A telephone number at which they can be reached;
- 3) The type of work in which the contractor is interested and for which they are currently licensed; and
- 4) The class of license(s) they currently possess.

In addition, the District may include any contractor it desires and must include any contractor who requests to be added to the list during the year, so long as the contractor provides the required information.

In order to request bids utilizing the **informal** process, the Superintendent or designee shall call for bids by contacting qualified contractors engaged in the appropriate trades two weeks prior to the bid date. The bid request may also be advertised at the option of the Superintendent or designee.

In order to request bids utilizing the **formal** process, The Superintendent or designee shall call for bids by advertising in a local newspaper at least once a week for two weeks. The notice shall state the work to be done or materials or supplies to be furnished and the time and place where bids will be opened. The Superintendent shall also provide the North Coast and Humboldt Builder's Exchange trade journals with the Notice Inviting Formal Bids for the Large Contract at least fifteen (15) calendar days before the date of opening the bids. (PCC 22037) The informal or formal notice shall contain the time, date and location of any mandatory pre-bid conference, site visit or meeting. The notice shall also detail when and where project documents, including final plan and specifications, are available. Any such mandatory visit or meeting shall not occur within a minimum of five calendar days of the publication of the initial notice. (PCC 6610)

Bid instructions and specifications shall include the following requirements and information:

- 1) All bidders, including bidders for printing contracts, shall specify the minimum, if not exact, percentage of recycled product in the products offered, and both the postconsumer and secondary waste content. (PCC 12169, 12213)
- 2) All bids for construction work shall be presented under sealed cover and shall be accompanied by one of the following forms of bidder's security: (PCC 20107, 20111)
 - a) Cash
 - b) A cashier's check made payable to the district
 - c) A certified check made payable to the District
 - d) A bidder's bond executed by an admitted surety insurer and made payable to the District

The security of unsuccessful bidders shall be returned in a reasonable period of time, in no event any later than 60 days after the bid is awarded. (PCC 20111)

- 3) Under no condition shall bids be accepted after the advertised bid opening time, regardless of whether the bids are actually opened at that time. (PCC 20112)
- 4) When two or more identical bids are received, the Board may determine by lot which bid shall be accepted (PCC 20117)
- 5) If the district requires that the bid include prices for items that may be added to or deducted from the scope of work in the contract, depending on the availability of funds, the bid solicitation shall specify which one of the following methods will be used to determine the lowest bid. In the absence of such a specification, only the method provided in item #a, below, will be used: (PCC 20103.8)
 - a. The lowest bid shall be the lowest bid price on the base contract without consideration of the prices on the additive or deductive items.
 - b. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that were specifically identified in the bid solicitation as being used for the purpose of determining the lowest bid price.
 - c. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items taken in order from a specifically identified list of those items, depending on available funds as identified in the solicitation.
 - d. The lowest bid shall be determined in a manner that prevents any information that would identify any of the bidders from being revealed to the public entity before the ranking of all bidders from lowest to highest has been determined.

- 6) Any subsequent change or alteration of a contract shall be governed by the provisions of Public Contract Code 20118.4.
- 7) After being opened, all advertised bids shall be made available for review by all interested parties. (Gov Code 6252)

Bids Not Required: Upon a case-by-case determination that it is in the best interests of the District and to the extent permitted by law, the Board may authorize the purchase, lease, or contract for equipment and supplies through a public corporation or agency without advertised bids. (PCC 20118) For projects between \$1000 and \$59,999, the District will attempt to secure 3 quotes for the project and choose the quote that best fits the needs of the District. For projects under \$1000, the District may contact a trusted and proven contractor to complete the job.

Supplementary textbooks, library books, periodicals, educational films, audiovisual materials, test materials, workbooks, and instructional computer software packages may be purchased without taking estimates or advertising for bids. (PCC 20118.3)

Perishable commodities such as foodstuffs may be purchased through bid or on the open market, depending on District preference (EC 39873)

In an emergency when repairs, alterations, work, or improvement is necessary for the continuance of existing school classes or to avoid danger to life or property, the Board, by unanimous vote and with the approval of the County Superintendent of Schools, may contract for labor and materials or supplies without advertising for or inviting bids. (PCC 20113)

Bids shall also not be required for day labor under circumstances specified in law. Day labor shall include the use of maintenance personnel employed on a permanent or temporary basis. (PCC 20114)

Whenever the total number of hours on the job does not exceed 350 hours, day labor may be used to erect new buildings and for the following purposes: (PCC 20114)

- 1) School building repairs, alterations, additions
- 2) Painting, repainting, or decorating of school buildings
- 3) Repair or building of apparatus or equipment
- 4) Improvements on school grounds
- 5) Maintenance work as defined above

Sole Sourcing: Specifications for contracts for construction, alteration, or repair of school facilities may not limit bidding to any one product or supplier. Specifications designating a particular brand name shall list at least two brands of comparable quality and follow the description with the words "or equal." (PCC 3400)

Specifications for contracts may designate a product by brand or trade name (sole sourcing) when one or more of the following conditions apply: (PCC 3400)

- 1) The product is designated to match others in use on a particular public improvement that has been completed or is in the course of completion.
- 2) One product has a unique application required to be used in the public interest.
- 3) Only one brand name is known, or
- 4) Upon resolution of the Board, the Board makes a finding that the item sought is the subject of a field test to determine its suitability for future use.

Prequalification Procedure: For any contract for which bids are legally required, the Board may require that each prospective bidder complete and submit a standardized questionnaire and financial statement. For this purpose, the Superintendent or designee shall supply a form which requires a complete statement of the bidder's financial ability and experience in performing public works. Prospective bidders shall submit the questionnaire and financial statement at least five days before the date fixed for public opening of sealed bids. The information shall be verified as prescribed by law, and bidders must

be deemed prequalified by the District at least one day before the fixed bid-opening date. The questionnaires and financial statement shall not be public records and shall not be open to public inspection. (PCC 20111.5)

The Superintendent or designee shall establish a uniform system for rating bidders on the basis of completed questionnaires and financial statements in order to determine the size of contracts on which each bidder is qualified to bid. Bidders must be deemed prequalified by the district at least one day before the fixed bid-opening date. (PCC 20111.5) The Superintendent or designee shall furnish each qualified bidder with a standardized proposal form. Bids not presented on the standard form shall be disregarded. (PCC 20111.5)

The district may establish a procedure for prequalifying bidders on a quarterly basis and may authorize that prequalification be considered valid for up to one calendar year following the date of the initial prequalification. (PCC 20111.5)

Protests by Bidders

A bidder may protest a bid award if he/she believes that the award was inconsistent with Board policy or the bid's specifications or was not in compliance with law.

A protest must be filed in writing with the Superintendent or designee within five working days after receipt of notification of the contract award. The bidder shall submit all documents supporting or justifying the protest. A bidder's failure to timely file a protest shall constitute a waiver of his/her right to protest the award of the contract.

The Superintendent or designee shall review the documents submitted with the bidder's claims and render a decision in writing within 30 days. The Superintendent or designee also may convene a meeting with the bidder in order to attempt to resolve the problem.

The bidder may appeal the Superintendent or designee's decision to the Board. The Superintendent or designee shall provide reasonable notice to the bidder of the time for Board consideration of the contract award. The Board's decision shall be final.

MENDOCINO UNIFIED SCHOOL DISTRICT

Board Policy 5113.2

Approved 10/20/22

Students

Work Permits

The Governing Board recognizes that part-time employment can provide students with income, job experience, and valuable life skills and should be permitted to the extent that such employment does not interfere with a student's education. Before accepting any offer of employment, district students who are minors shall obtain work permits from the Superintendent or designee, regardless of whether the employment will occur when school is in session and/or not in session, unless otherwise exempted by law.

In determining whether to grant or continue a work permit, the Superintendent or designee shall consider whether employment is likely to significantly interfere with the student's schoolwork. Students granted work permits shall be required to demonstrate and maintain a 2.0 grade point average and satisfactory school attendance, except during periods of extended school closure due to an emergency as described in Education Code 49200 and the accompanying administrative regulation. On a case-by-case basis, the Superintendent or designee may approve a maximum work hour limit that is lower than the limit specified in law and administrative regulation.

Students with work permits may be exempted from attendance in a full-time day school provided they attend part-time classes. (Education Code 48230)

Work permits shall be limited to part-time employment as defined by law, except when the Superintendent or designee determines that circumstances warrant the granting of a permit for full-time employment.

Any student authorized to work full time when school is in session shall be enrolled in part-time continuation classes. A student age 14 or 15 who receives a permit to work full time shall also be enrolled in a work experience education program. (Education Code 49130, 49131, 49135)

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 10120-10121	<u>Work permits</u>
5 CCR 16023-16027	<u>District records, retention and destruction</u>
8 CCR 11701-11707	<u>Prohibited and dangerous occupations for minors</u>
8 CCR 11750-11763	<u>Work permits and conditions, minor employed in entertainment industry</u>

State	Description
Ed. Code 48230	<u>Exemption from full-time school attendance for students with work permits</u>
Ed. Code 48231	<u>Exemption from compulsory attendance for students entering attendance area near end of term</u>
Ed. Code 49100-49101	<u>Compulsory attendance</u>
Ed. Code 49110-49119	<u>Permits to work</u>
Ed. Code 49130-49135	<u>Permits to work full time</u>
Ed. Code 49140-49141	<u>Exceptions</u>
Ed. Code 49160-49165	<u>Employment of minors; duties of employers</u>
Ed. Code 49180-49183	<u>Violations</u>
Ed. Code 49200	<u>Permit to work during extended emergency school closure</u>
Ed. Code 51760-51769.5	<u>Work experience education</u>
Ed. Code 52300-52499.66	<u>Career technical education</u>
Lab. Code 1285-1312	<u>Employment of minors</u>
Lab. Code 1391-1394	<u>Working hours for minors</u>

Federal

29 CFR 570.1-570.129

Description

Child labor regulations

Management Resources

Attorney General Opinion

CA Department of Industrial Relations Publication

Description

18 Ops.Cal.Atty.Gen. 114 (1951)

Child Labor Laws, 2013

California Department of Education Publication

California Department of Education Publication

Statement of Intent to Employ a Minor and Request for a Work Permit - Certificate of Age, Form B1-1

Permit to Employ and Work, Form B1-4

Website

California Department of Education, Work Experience Education

Website

California Department of Industrial Relations

Cross References

Code

Description

1700

Relations Between Private Industry And The Schools

3580

District Records

3580

District Records

5112.1

Exemptions From Attendance

Code	Description
5112.1	<u>Exemptions From Attendance</u>
5113.1	<u>Chronic Absence And Truancy</u>
5113.1	<u>Chronic Absence And Truancy</u>
5113.11	<u>Attendance Supervision</u>
5121	<u>Grades/Evaluation Of Student Achievement</u>
5121	<u>Grades/Evaluation Of Student Achievement</u>
5125	<u>Student Records</u>
5125	<u>Student Records</u>
5147	<u>Dropout Prevention</u>
6146.1	<u>High School Graduation Requirements</u>
6146.1	<u>High School Graduation Requirements</u>
6146.2	<u>Certificate Of Proficiency/High School Equivalency</u>
6146.2	<u>Certificate Of Proficiency/High School Equivalency</u>
6146.2-E(1)	<u>Certificate Of Proficiency/High School Equivalency</u>
6146.2-E PDF(1)	<u>Certificate Of Proficiency/High School Equivalency</u>
6177	<u>Summer Learning Programs</u>
6178	<u>Career Technical Education</u>
6178	<u>Career Technical Education</u>
6178.1	<u>Work-Based Learning</u>
6178.1	<u>Work-Based Learning</u>
6184	<u>Continuation Education</u>
6184	<u>Continuation Education</u>

Instruction

Independent Study

Definitions

Live interaction means interaction between the student and classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of Internet or telephonic communication. (Education Code 51745.5)

Student-parent-educator conference means a meeting involving, at a minimum, all parties who signed the student's written independent study agreement pursuant to Education Code 51747 or the written learning agreement pursuant to Education Code 51749.6. (Education Code 51745.5)

Synchronous instruction means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of Internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student pursuant to Education Code 51747.5. (Education Code 51745.5)

Educational Opportunities

For the 2021-22 school year, the district shall offer independent study to meet the educational needs of students as specified in Education Code 51745 unless the district has obtained a waiver. (Education Code 51745)

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

1. Special assignments extending the content of regular courses of instruction
 2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
 3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum
 4. Continuing and special study during travel
 5. Volunteer community service activities and leadership opportunities that support and strengthen student achievement
 6. Individualized study for a student whose health, as determined by the student's parent/guardian, would be put at risk by in-person instruction
- In addition, when requested by a parent/guardian due to an emergency or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in the student's regular classes.

No course required for high school graduation shall be offered exclusively through independent study.

(Education Code 51745)

Equivalency

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the district's adopted course of study within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

Students participating in independent study shall have access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work. (Education Code 51747)

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. Providing access to Internet connectivity and local educational agency-owned devices adequate to participate in an independent study program and complete assigned work consistent with Education Code 51747, or to participate in an independent study course, as authorized by Education Code 51749.5, shall not be considered funds or other things of value. (Education Code 46300.6, 51747.3)

Eligibility for Independent Study

Students are eligible for independent study as authorized in law, and as specified in board policy and administrative regulation.

For the 2022-23 school year and thereafter, the Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently provided that experienced certificated staff are available to effectively supervise students in independent study. The Superintendent or designee may also approve the participation of a student whose health would be put at risk by in-person instruction. A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

A student with disabilities, as defined in Education Code 56026, shall not participate in independent study unless the student's individualized education program specifically provides for such participation. (Education Code 51745)

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for a high school diploma by Education Code 51225.3 or the Governing Board. (Education Code 46300.1, 46300.4)

No more than 10 percent of the students enrolled in a continuation high school or opportunity school or

program, not including pregnant students and parenting students who are primary caregivers for one or more of their children, shall be enrolled in independent study. (Education Code 51745)

Monitoring Student Progress

The independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of the student's written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian
2. A meeting between the student and the teacher and/or counselor
3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate
4. An increase in the amount of time the student works under direct supervision

When the student has failed to make satisfactory educational progress or missed the number of assignments specified in the written agreement as requiring an evaluation, the Superintendent or designee shall conduct an evaluation to determine whether or not independent study is appropriate for the student. This evaluation may result in termination of the independent study agreement and the student's return to the regular classroom program or other alternative program.

A written record of the findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)

Responsibilities of Independent Study Administrator

The responsibilities of the independent study administrator include, but are not limited to:

1. Recommending certificated staff to be assigned as independent study teachers at the required teacher-student ratios pursuant to Education Code 51745.6 and supervising staff assigned to independent study functions who are not regularly supervised by another administrator
2. Approving or denying the participation of students requesting independent study
3. Facilitating the completion of written independent study agreements
4. Ensuring a smooth transition for students into and out of the independent study mode of instruction
5. Approving all credits earned through independent study
6. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation

Assignment and Responsibilities of Independent Study Teachers

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or emergency credential pursuant to Education Code 44300, registered as required by law, and who

consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the district enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

The responsibilities of the supervising teacher shall include, but are not limited to:

1. Completing designated portions of the written independent study agreement and signing the agreement
2. Supervising and approving coursework and assignments
3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due
4. Maintaining a daily or hourly attendance register in accordance with item #4 in the section on "Records for Audit Purpose" in the accompanying Board policy
5. Providing direct instruction and counsel as necessary for individual student success
6. Regularly meeting with the student to discuss the student's progress
7. Determining the time value of assigned work or work products completed and submitted by the student
8. Assessing student work and assigning grades or other approved measures of achievement
9. Documenting each student's participation in live interaction and/or synchronous instruction pursuant to Education Code 51747 on each school day for which independent study is provided

The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

Students

Work Permits

Before accepting employment, a student under the age of 18 who is subject to the state's compulsory attendance law, including a student who has not yet graduated from high school or has not received a certificate of proficiency, shall obtain a work permit.

The district may issue a permit authorizing employment while school is in session, including employment connected with a work experience education program pursuant to Education Code 51760-51769.5, to a student 14-17 years of age. The district also may issue a permit to any student 12-17 years of age to be employed during a regular school holiday, during a regular or specified occasional public school vacation, and when the student is exempt from compulsory school attendance pursuant to Education Code 48231 because the student arrived from another state within 10 days before the end of the school term. (Education Code 49111, 49113, 49160)

If a student has obtained an offer of employment in the entertainment industry, the student shall request a work permit from the California Department of Industrial Relations, Division of Labor Standards Enforcement, pursuant to Labor Code 1308.5 and 8 CCR 11752-11753.

A work permit shall not be required for a student who is not receiving pay or financial reimbursement for services rendered in volunteer services or educational purposes, is not in an employer-employee relationship in accordance with the Fair Labor Standards Act, is serving as an unpaid trainee or volunteer or in an in-school placement, and has submitted written parent/guardian permission. (5 CCR 10121)

In addition, a student shall not be required to obtain a work permit if the student is self-employed; is working at odd jobs such as yard work and babysitting in private homes where the student is not regularly employed; is a self-employed news carrier delivering newspapers to consumers on a regular route; is employed in agricultural, horticultural, viticultural, or domestic labor during non-school hours when the work is performed for or under the control of the parent/guardian and is performed upon or in connection with premises the parent/guardian owns, operates, or controls; or is otherwise exempted by law.

Persons Authorized to Issue Work Permits

The following individuals are authorized to issue a work permit to a student in the district: (Education Code 49110)

1. The Superintendent
2. An employee holding a services credential with a specialization in pupil personnel services or a certificated work experience education teacher or coordinator, when authorized by the

Superintendent in writing

3. A principal, or another school administrator designated by the principal, provided that the principal or designee:
 - a. Provides a self-certification that the principal or designee understands the requirements of law for issuing a work permit
 - b. Does not issue a work permit to the principal's or designee's own child

If the person designated to issue work permits is not available and delay in issuing a permit would jeopardize a student's ability to secure work, the Superintendent may temporarily authorize another person to issue the permit. (Education Code 49110)

Application

The student's parent/guardian, foster parent, caregiver with whom the student resides, or residential shelter services provider shall file a written request for a work permit. (Education Code 49110)

The request for a work permit shall be submitted to the Superintendent or designee on a form approved by the California Department of Education (CDE).

If the student is applying for a full-time work permit, the student and the student's parent/guardian shall generally be required to appear before, and submit the application to, the Superintendent or designee. (Education Code 49132)

In the event of an extended physical closure of the campus due to a natural disaster, pandemic, or other emergency, the required documentation, including signatures, may be collected electronically. In addition, if the application is for a full-time work permit, the student and parent/guardian shall not be required to appear in person before the Superintendent or designee if the completed application has been successfully submitted electronically and the student and parent/guardian have attended a video conference with the person issuing the work permit. (Education Code 49132, 49200)

Approval Process

The Superintendent or designee shall have discretion to determine whether or not to issue the work permit.

In determining whether to approve a work permit, the Superintendent or designee shall verify the student's date of birth, the type of work permit to be issued, and whether the student meets any other criteria established by the Governing Board. The Superintendent or designee may inspect the student's records and/or may confer with at least one of the student's teachers for evidence of satisfactory grades and school attendance and to determine whether the student possesses the motivation and maturity to maintain academic progress while working.

However, a work permit shall not be denied based on a student's grades, grade point

average, or school attendance under either of the following circumstances: (Education Code 49120, 49200)

1. The student's school has been physically closed for an extended time due to a natural disaster, pandemic, or other emergency.
2. The student is applying for a work permit in order to participate in a government-administered employment and training program that will occur during the regular summer recess or vacation of the student's school.

Students shall not be approved to work in environments declared hazardous or dangerous for young workers or otherwise prohibited by child labor laws. (Labor Code 1290-1298; 29 CFR 570.33, 570.50-570.72)

The Superintendent or designee shall ensure that the requested work hours do not exceed the maximum work hours specified in law based on the student's age and whether the employment will occur while school is in session and/or not in session. (Education Code 49111, 49112, 49116; Labor Code 1391-1391.1; 29 CFR 570.35)

Full-time employment may be authorized for students 14-17 years of age in accordance with Education Code 49130-49135.

All work permits shall be issued on forms provided by or authorized by CDE. (Education Code 49117)

Each permit shall authorize work for a specific employer. Whenever a student changes employers, the student shall request a new permit.

The student may be issued more than one work permit if the student works concurrently for more than one employer, provided that the total number of hours worked does not exceed the total number of hours allowed by law and the district.

Whenever a work permit is issued by a principal or other designated school administrator, the principal or designee shall submit to the Superintendent a copy of each work permit issued, along with a copy of the application. (Education Code 49110)

The Superintendent or designee shall periodically inspect the grades and attendance records of students granted work permits to ensure maintenance of academic progress and any additional criteria established in Board policy.

Expiration of Work Permits

Work permits issued during the school year shall expire five days after the opening of the next succeeding school year. (Education Code 49118)

Before the work permit expires, a student may apply for a renewed work permit in accordance with the procedures specified in the section "Approval Process" above.

Revocation of Work Permits

The Superintendent or designee shall revoke a student's work permit whenever the Superintendent or designee determines that the employment is impairing the health or education of the student, any provision or condition of the permit is being violated, the student is performing work in violation of law, or any condition for the issuance of the permit no longer exists or never existed. (Education Code 49116, 49164; Labor Code 1300)

The Superintendent may revoke a work permit issued by a principal of a public or private school located within the district if the Superintendent becomes aware of any grounds upon which the student may be deemed ineligible for a work permit under law. (Education Code 49110)

Retention of Records

The Superintendent or designee shall retain a copy of the work permit application and the work permit until the end of the fourth year after the work permit was issued. (5 CCR 16026)

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 10120-10121	<u>Work permits</u>
5 CCR 16023-16027	<u>District records, retention and destruction</u>
8 CCR 11701-11707	<u>Prohibited and dangerous occupations for minors</u>
8 CCR 11750-11763	<u>Work permits and conditions, minor employed in entertainment industry</u>
Ed. Code 48230	<u>Exemption from full-time school attendance for students with work permits</u>
Ed. Code 48231	<u>Exemption from compulsory attendance for students entering attendance area near end of term</u>
Ed. Code 49100-49101	<u>Compulsory attendance</u>
Ed. Code 49110-49119	<u>Permits to work</u>
Ed. Code 49130-49135	<u>Permits to work full time</u>
Ed. Code 49140-49141	<u>Exceptions</u>
Ed. Code 49160-49165	<u>Employment of minors; duties of employers</u>
Ed. Code 49180-49183	<u>Violations</u>
Ed. Code 49200	<u>Permit to work during extended emergency school closure</u>
Ed. Code 51760-51769.5	<u>Work experience education</u>
Ed. Code 52300-52499.66	<u>Career technical education</u>

State
Lab. Code 1285-1312
Lab. Code 1391-1394

Federal

29 CFR 570.1-570.129

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California Department of Education Publication
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Child Labor Laws, 2013
Statement of Intent to Employ a Minor and Request for a Work Permit - Certificate of Age, Form B1-1
Permit to Employ and Work, Form B1-4
California Department of Education, Work Experience Education
California Department of Industrial Relations

Code

1700
3580
3580
5112.1
5112.1
5113.1
5113.1
5113.11
5121
5121
5125
5125
5147
6146.1
6146.1
6146.2
6146.2
6146.2-E(1)
6146.2-E PDF(1)

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Certificate Of Proficiency/High School Equivalency

Code	Description
6177	<u>Summer Learning Programs</u>
6178	<u>Career Technical Education</u>
6178	<u>Career Technical Education</u>
6178.1	<u>Work-Based Learning</u>
6178.1	<u>Work-Based Learning</u>
6184	<u>Continuation Education</u>
6184	<u>Continuation Education</u>



Mendocino Unified School District

**BOND MEASURE
IMPROVEMENT BOND
PROGRAM
PHASE ONE PROJECT**

**Monthly Progress Report
October 2022**

rev. 10/8/22

Prepared By

Alameida
Architecture

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Michael Schaeffer, Board Clerk, Comptche

Jim Gay, Board Member, Elk

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Mark Morton, Board Member, Caspar

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Jason Morse

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Quattrocchi & Kwok Architects

General Contractor

Lathrop Construction Associates Inc.

District Construction Manager

Donald Alameida, Alameida Architecture

Table of Contents

Team Members	1
Table of Contents	2
Phase One Progress Summary	3
Phase Two Progress Summary	4
Progress Photographs	5-7
Construction Cost Changes Summary	8-10
Schedule Update	11-22
Detailed Project Budgets	
Phase 1 Detailed Budget	25
Phase 2 Detailed Budget	27

Budget

M.U.S.D. PHASE ONE PROJECT

Source of Funds:

Source Code:	Series A Bond (less issuance cost)	Available 18,884,464
	Series B Bond	13,847,127
	Interest to date	119,912
	Issuance cost and Interest paid	(2,023,645)
	State Bonds	-
		<hr/>
		30,827,859

Description	Budget	Expended To Date	Remaining Balance	Forecast	Surplus (Shortfall)
Design and Planning	2,111,915	1,574,479	536,619	2,116,586	-4,671
Bidding, Permitting, Misc.	140,000	148,117	-8,117	178,185	-38,185
Construction	14,591,362	9,647,887	4,943,475	14,638,043	-46,681
8% Owners Contingency	1,104,000	0	1,104,000	556,420	547,580
Construction Support	441,774	534,745	-92,971	569,298	-127,524
Fixtures & furniture	250,000	0	250,000	250,000	0
Reserve	0	0	0	0	0
Totals	18,639,051	11,905,228	6,733,006	18,308,532	330,519
Available vs. budgeted	12,188,808	<i>assumes 100% contingency expended</i>			
<i>soft cost vs. hard cost</i>	<i>26.03%</i>				

Funding Status

AVAILABLE FUNDS		PROJECTED FUND BALANCE @ % CONTINGENCY EXPENDED			
		0%	1%	5%	8%
Series A bonds	30,827,859	13,292,808	13,146,894	12,563,240	12,188,808

Schedule

	Planned	Actual	Schedule Status
Design and Planning	Nov. 2019 - Sept 2021	Sept. 2021	On schedule
Permitting and PH-1 GMP	September 2021	Nov. 15, 2021	Delayed but completed
Construction	Oct. 2021 - Dec.2022		Estimated 18 days behind.
Completion	December 16, 2022		Estimated January 11, 2023

Overall Project Status

The first rainstorm has been a minor set back to the schedule. Drywall and insulation adjacent to windows and doors have been removed and will be replaced due to water intrusion. Windows are not expected to arrive until the end of October so more robust measures have been taken not to have a repeat the next rainstorm.

Science room casework has been delivered as well as most finish materials such as flooring has been delivered.

Potential Issues:

As mentioned, procurement of windows in October is crucial. Some of the electrical switchgear panels remain to be delivered.

Next Steps

Continue with interior finishes installation and finish exterior work.

Budget

M.U.S.D. PHASE TWO PROJECT

Source of Funds:

Source Code:	Series A Bond (less issuance cost)	Available	-
	Series B Bond		12,621,636
	Developer Fees		200,000
	-		-
	State Bonds		-
			12,821,636

Description	Budget	Expended To Date	Remaining Balance	Forecast	Surplus (Shortfall)
Design and Planning	1,091,886	439,916	568,761	1,009,125	-448
Bidding, Permitting, Misc.	0	0	0	0	0
Construction	9,577,988	0	9,577,988	9,280,265	0
Owners Contingency	478,899	0	478,899	478,899	0
Construction Support	470,000	14,800	435,200	470,000	0
Fixtures & furniture	0	0	0	0	0
Reserve	0	0	0	0	0
Totals	11,618,773	454,716	11,060,848	11,238,289	-448
Available vs. budgeted	1,202,863	<i>assumes 100% contingency expended</i>			
<i>soft cost vs. hard cost</i>	<i>21.31%</i>				

Funding Status

AVAILABLE FUNDS		PROJECTED FUND BALANCE @ % CONTINGENCY EXPENDED			
		0%	1%	5%	8%
Series A bonds	12,821,636	1,681,762	1,585,983	1,202,863	1,202,863

Schedule

	Planned	Actual	Schedule Status
Design and Planning		Jun-22	
Permitting and PH-2 GMP	1-Dec-22		
Construction	T.B.D.		
Completion	T.B.D.		

Overall Project Status

Architect working through Design Development Drawings and has met and reviewed with stakeholders. Since that meeting an updated cost estimate has been completed. Cost escalation continues to run about 8%, so again coming in over budget about \$380k.

Potential Issues:

We must find ways to reduce cost to Phase 2 in order to complete the project without a deficit.

Next Steps

Monitor cost from Phase 1 to ascertain how much of preserved contingency can mitigate phase 2 funding shortfall.

SCHEDULED BOND SALES

Series	Sale Amount	Sale
Series A	\$ 17,000,000	2019
Series B	\$ 13,847,127	2022
Series C	\$ Canceled	-



PROGRESS PHOTOGRAPHS





COST CHANGE EVENTS

Change Event	Status	Type	Latest Cost
CE Number - Title			
001 - Temporary Power Measures to the Main Building and to Panel DA i	APPROVED	Allowance	\$54,112.62
004 - Temporary Telephone Line to Gym Building Elevator	PENDING	Allowance	\$0.00
007.1 - Removal of Additional Layers of Drywall at Walls & Ceilings	APPROVED	Allowance	\$12,037.86
013 - Handling and Disposal of Liquids from Fuel Tank and Acid Waste Ta	APPROVED	Allowance	\$20,997.58
028 - Repair Leak & Investigate Existing Underground Water System	APPROVED	Allowance	\$5,466.78
033 - T&M Repair of Existing Damaged Framing (March 2022)	APPROVED	Allowance	\$12,252.77
047 - Misc. Dry Rot Repair Work	OPEN	Allowance	\$1,760.33
		ALLOWANCE SUB TOTAL	\$106,627.94
002 - Salvage Boiler in lieu of Demo (RFP #001)	VOID	Contingency	\$0.00
003 - Removal & Replacement of Existing Slab-on-Grade in Rooms A117, A	APPROVED	Contingency	\$17,356.72
005 - Connection of Telephone Service to the Main Building	PENDING	Contingency	\$0.00
006 - Remove and Replace Perimeter Ceilings in 7 Rooms	APPROVED	Contingency	\$19,768.08
		CONTRACTOR CONTINGENCY	\$37,124.80
008 - Fire Alarm to the Community School	PENDING	Owner Contingency	\$0.00
009 - Plumbing Revisions to Existing Bathrooms	PENDING	Owner Contingency	\$0.00
010 - Testing of Existing Plumbing in Bathrooms	PENDING	Owner Contingency	\$0.00
011 - Seating Alcoves in Corridor (ASI #004)	PENDING	Owner Contingency	\$0.00
012 - Added Fire Sprinkler Heads to Ensure Adequate Coverage	APPROVED	Owner Contingency	\$2,450.40
014 - Remove & Replace Existing Damaged Shear Ply at Library Addition	PENDING	Owner Contingency	\$0.00
015 - Remove & Replace Portion of SOG in Custodian Room A130	PENDING	Owner Contingency	\$0.00
016 - Security System Provisions	APPROVED	Owner Contingency	\$33,769.37
017 - Add Expansion Loops on Fire Sprinkler System Piping	APPROVED	Owner Contingency	\$14,774.45
018 - Second PG&E Trench Crossing at Kasten Street	APPROVED	Owner Contingency	\$6,877.92
020 - Revised Luminaires in Rooms A117, A118, A119, A120, A122 & A12	APPROVED	Owner Contingency	\$7,206.40
021 - Route Domestic Water Lines on Roof (RFI #105)	PENDING	Owner Contingency	\$0.00
022 - Add Double Detector Check Assembly at Site Fire Water Connector	APPROVED	Owner Contingency	\$15,687.24
023 - Replace Fire Hydrant and Add Isolation Valve (RFP #2)	REJECTED	Owner Contingency	\$13,660.96
024 - Added Trap Primer to Floor Drain in Room A100 (RFI #76)	APPROVED	Owner Contingency	\$3,045.46
026 - Re-Route Fire Sprinkler Piping on Roof & at Alcove (RFI #129)	APPROVED	Owner Contingency	\$16,501.01
027 - Revised Exterior Light Fixture above West Exterior Door to Courtya	APPROVED	Owner Contingency	\$1,311.63
029 - Drywall at Roof Rafters in Library Addition Area	APPROVED	Owner Contingency	\$12,836.28

030 - Revise Type of Flagpole (ASI #21)	APPROVED	Owner Contingency	(\$2,690.00)
031 - Additional Rough-in for Security System (ASI #8.1)	APPROVED	Owner Contingency	\$8,017.09
032 - Light Fixture & Receptacle in Attic Above Corridor A142	APPROVED	Owner Contingency	\$5,026.84
034 - Add Roof Drains to Low Roof	PENDING	Owner Contingency	\$0.00
035 - Provisions for Future MDF Relocation (RFP #6.1)	APPROVED	Owner Contingency	\$14,559.55
036 - Light Fixtures & Receptacles in Attic Above Admin Area	APPROVED	Owner Contingency	\$8,102.72
038 - EV Parking Underground Infrastructure Updates	APPROVED	Owner Contingency	\$973.94
039 - Security Wire to Door Frame Contacts	APPROVED	Owner Contingency	\$1,311.60
040 - Framing Revisions to Glu-Lam Beam in Admin Hallway (RFI #25R)	OPEN	Owner Contingency	\$7,080.02
041 - Infill Framing at Seating Alcoves in Corridor A140 (ASI #4)	OPEN	Owner Contingency	\$12,408.09
042.1 - Tie-In of Existing Wall to Roof Joists at 15 Line (RFI #100)	OPEN	Owner Contingency	\$3,318.01
042 - Tie-In of Existing Wall to Roof Joists at 15 Line (RFI #100)	VOID	Owner Contingency	\$3,072.14
043 - Replace Window Sills (RFI #70)	OPEN	Owner Contingency	\$12,344.09
044 - New Rafter in Student Union (RFI #139)	OPEN	Owner Contingency	\$2,787.20
045 - Gable Wall at Line 16 (RFI #141)	OPEN	Owner Contingency	\$0.00
046 - Additional Framing at H Line to Align New Roof with Existing Roof (RFI #145)	OPEN	Owner Contingency	\$1,552.12
048 - Replace Rim Joist At Student Union Entry (RFI #171)	OPEN	Owner Contingency	\$1,690.64
049 - Shear Transfer Walls at Shared Prep Room A101 (RFI #171)	OPEN	Owner Contingency	\$2,694.88
050 - Revised Electrical Routing for EV Charging Stations (RFI #207.1)	OPEN	Owner Contingency	\$2,433.09
051 - Framing Revisions at Teaching Walls (RFI's #84 & #84.1)	OPEN	Owner Contingency	\$1,634.42
052 - Delete Drop Ceiling in Room A106 (RFI #212)	OPEN	Owner Contingency	(\$939.00)
053 - Added Interior Accent Walls (ASI #17)	OPEN	Owner Contingency	\$3,443.72
054 - Revise Light Fixtures in Flex Room A138 (RFI #219)	OPEN	Owner Contingency	\$2,214.30
OWNER'S CONTING. SUBTOTAL			\$219,156.58

SCHEDULE STATUS

Activity ID	Activity Name	Original Duration	Remaining Duration	Actual Duration	Physical % Complete	Start	Finish	Late Start	Late Finish	Total Float	Oct	Nov	Dec	Jan	Feb	Mar	Apr				
Mendocino High School - Modernization																					
Summary & Milestones																					
MS1000	Bid Date	310	92	218	100%	21-Oct-21 A	11-Jan-23	08-Aug-22	16-Dec-22	-18											
MS5000	Notice to Proceed - Phase 1	310	92	218	100%	21-Oct-21 A	11-Jan-23	21-Nov-22	16-Dec-22	-18											
MS5010	Mobilization	7	0	7	100%	16-Nov-21 A	24-Nov-21 A														
MS5020	Main High School Building - Construction	252	77	194	0%	24-Nov-21 A	21-Dec-22	23-Nov-22	23-Nov-22	-18											
MS8000	Substantial Completion - Phase 1	0	0	0	0%		21-Dec-22		16-Dec-22	-3											
MS8500	Closeout - Phase 1	65	65	0	0%	11-Oct-22	11-Jan-23	21-Nov-22	16-Dec-22	-18											
MS9000	Final Completion - Phase 1	0	0	0	0%		11-Jan-23		16-Dec-22	-18											
Submittals																					
03 1000	Subm Rev - Concrete Forming & Accessories	15	0	25	100%	16-Nov-21 A	22-Sep-22	08-Sep-22	16-Dec-22	59											
03 2000	Subm Rev - Concrete Reinforcing	15	0	37	100%	16-Nov-21 A	12-Jan-22 A														
03 3000	Subm Rev - Cast-In-Place Concrete	15	0	46	100%	16-Nov-21 A	25-Jan-22 A														
03 3511	Subm Rev - Concrete Floor Finishes	15	15	200	0%	16-Nov-21 A	22-Sep-22	21-Oct-22	10-Nov-22	35											
05 1100	Subm Rev - Structural & Miscellaneous Steel	15	0	32	100%	16-Nov-21 A	05-Jan-22 A														
05 5000	Subm Rev - Metal Fabrications (RWLs)	15	15	200	0%	16-Nov-21 A	22-Sep-22	06-Oct-22	26-Oct-22	24											
05 5200	Subm Rev - Handrails & Railings	15	15	200	0%	16-Nov-21 A	22-Sep-22	29-Sep-22	19-Oct-22	19											
06 1000	Subm Rev - Rough Carpentry	15	0	22	100%	16-Nov-21 A	20-Dec-21 A														
06 1300	Subm Rev - Site Carpentry	15	0	183	100%	16-Nov-21 A	09-Aug-22 A														
06 1800	Subm Rev - Glued Laminated Construction	15	0	42	100%	16-Nov-21 A	19-Jan-22 A														
06 2000	Subm Rev - Finish Carpentry	15	0	55	100%	16-Nov-21 A	07-Feb-22 A														
06 4100	Subm Rev - Architectural Wood Casework	15	0	55	100%	16-Nov-21 A	07-Feb-22 A														
06 4100r1	Subm Rev - Architectural Wood Casework	15	0	28	100%	07-Feb-22 A	18-Mar-22 A														
06 8316	Subm Rev - Fiberglass Reinforced Paneling	15	15	200	0%	16-Nov-21 A	22-Sep-22	16-Sep-22	06-Oct-22	10											
07 0150	Subm Rev - Preparation for Re-Roofing	15	15	200	0%	16-Nov-21 A	22-Sep-22	28-Nov-22	16-Dec-22	59											
07 2100	Subm Rev - Board & Batt Insulation	15	0	22	100%	16-Nov-21 A	20-Dec-21 A														
07 2216	Subm Rev - Roof Insulation	15	0	54	100%	16-Nov-21 A	04-Feb-22 A														
07 2500	Subm Rev - Weather Barriers	15	0	15	100%	16-Nov-21 A	09-Dec-21 A														
07 2500r1	Subm Rev - Weather Barriers	15	0	20	100%	09-Dec-21 A	10-Jan-22 A														
07 2500r2	Subm Rev - Weather Barriers	15	0	20	100%	10-Jan-22 A	07-Feb-22 A														
07 2500r3	Subm Rev - Weather Barriers	15	0	26	100%	07-Feb-22 A	16-Mar-22 A														
07 2600	Subm Rev - Under-Slab Vapor Retarders	15	0	25	100%	16-Nov-21 A	23-Dec-21 A														
07 2633	Subm Rev - Water Vapor Emission Control Coating	15	0	46	100%	16-Nov-21 A	25-Jan-22 A														
07 3113	Subm Rev - Asphalt Shingles	15	0	35	100%	16-Nov-21 A	10-Jan-22 A														
07 3113r1	Subm Rev - Asphalt Shingles	15	0	33	100%	10-Jan-22 A	25-Feb-22 A														
07 4643	Subm Rev - Fiber Cement Siding	15	0	43	100%	16-Nov-21 A	20-Jan-22 A														
07 5550	Subm Rev - Modified Bitumen Roofing	15	0	67	100%	16-Nov-21 A	24-Feb-22 A														
07 6200	Subm Rev - Sheet Metal Flashing & Trim	15	0	55	100%	16-Nov-21 A	07-Feb-22 A														
07 6200r1	Subm Rev - Sheet Metal Flashing & Trim	15	0	20	100%	07-Feb-22 A	08-Mar-22 A														
07 7100	Subm Rev - Roof Specialties	15	15	200	0%	16-Nov-21 A	22-Sep-22	29-Sep-22	19-Oct-22	19											
07 8400	Subm Rev - Firestopping	15	0	22	100%	16-Nov-21 A	20-Dec-21 A														
07 9200	Subm Rev - Joint Sealants	15	0	192	100%	16-Nov-21 A	22-Aug-22 A														
07 9513	Subm Rev - Expansion Joint Cover Assemblies	15	0	139	100%	16-Nov-21 A	07-Jun-22 A														
08 1113	Subm Rev - Hollow Metal Doors & Frames	15	0	29	100%	16-Nov-21 A	30-Dec-21 A														
08 1416	Subm Rev - Flush Wood Doors	15	0	29	100%	16-Nov-21 A	30-Dec-21 A														
08 1613	Subm Rev - Fiberglass Doors	15	0	29	100%	16-Nov-21 A	30-Dec-21 A														
08 3100	Subm Rev - Access Doors & Panels	15	15	200	0%	16-Nov-21 A	22-Sep-22	26-Sep-22	14-Oct-22	16											
08 3223	Subm Rev - Sliding & Folding Walls & Doors	15	0	74	100%	16-Nov-21 A	07-Mar-22 A														
08 3313	Subm Rev - Colling Counter Doors	15	0	12	100%	16-Nov-21 A	06-Dec-21 A														

DETAILED BUDGET

M.U.S.D. PHASE ONE PROJECT

Final G.M.P.Budget

	Available	Elgible
Series A Bond (less issuance cost)	18,884,464	
Series B Bond	13,847,127	
Interest to date	119,912	
Issuance cost and Interest paid	(2,023,645)	
State Bonds		
	30,827,859	-

Description	Original Budget	Expended To Date	Remaining Balance	Forecast	Surplus (Shortfall)
Construction Total (LLB GMP)	13,910,498	9,037,496	4,873,002	13,910,498	-
Construction Contingency	1,104,000		1,104,000	556,420	547,580
Temporary Classroom Site (Lathrop)	450,000	391,408	58,592	450,000	-
Temporary Classroom (Mobile Modular)	115,864	162,545	(46,681)	162,545	(46,681)
PG&E Electric	<i>70,000</i>	40,730	29,270	<i>70,000</i>	-
Temp Construction Utility	<i>45,000</i>	15,708	29,292	<i>45,000</i>	-
Education and Telecommunications Technology	-	-	-	-	-
Fixtures and Furniture	<i>250,000</i>	-	250,000	<i>250,000</i>	-
California Dept of Education	<i>10,000</i>	-	10,000	<i>10,000</i>	-
C.D.E. Funding Consultant	<i>6,000</i>	9,666	(3,666)	<i>9,666</i>	(3,666)
DSA Permit Fees	<i>125,000</i>	94,931	30,069	<i>125,000</i>	-
County of Mendocino Fees	10,000	11,504	(1,504)	11,504	(1,504)
Facility Master Plan (QKA)	34,500	9,240	25,260	34,500	-
A / E Basic Services (QKA)	1,528,950	1,167,122	361,828	1,528,950	-
A / E Add Fire Sprinkler Engineer (QKA)	33,000	17,088	15,912	33,000	-
A / E Add Kitchen Consultant (QKA)	9,240	7,022	2,218	9,240	-
A / E Add Landscape Architect (QKA)	53,350	48,848	4,503	53,350	-
A / E Add Civil Engineer (QKA)	66,000	62,040	3,960	66,000	-
A / E Add AS BUILT (QKA)	6,600	6,590	10	6,600	-
A / E Add Energy consultant (QKA)	3,575	4,580	(1,005)	4,580	(1,005)
A / E Zero Net Energy/ Reclaim H2O (QKA)	101,400	83,215	18,185	101,400	-
A / E Temporary Classrooms design (QKA)	89,300	24 88,764	536	89,300	-

M.U.S.D. PHASE ONE PROJECT

Final G.M.P.Budget

	Available	Eligible
Series A Bond (less issuance cost)	18,884,464	
Series B Bond	13,847,127	
Interest to date	119,912	
Issuance cost and Interest paid	(2,023,645)	
State Bonds		
	30,827,859	-

Description	Original Budget	Expended To Date	Remaining Balance	Forecast	Surplus (Shortfall)
A / E reimbursables, Blueprinting (QKA)	25,000	19,945	5,055	25,000	-
Energy Consultant (Sage)	125,000	31,175	93,825	125,000	-
Project/Construction Management (A Arc)	120,000	124,100	(4,100)	124,100	(4,100)
C M reimbursement (A Arc)	-	-		-	-
Construction Inspector of Record (Morton site / NATS inplant)	199,800	133,675	66,125	199,800	-
Materials Testing and Inspection (Laco)	38,000	76,580	(38,580)	76,580	(38,580)
Survey, boundary (SHN)	18,000	23,565	(5,565)	18,000	-
Sewer line Inspection (Subtronic Corp.)	20,000	19,183		20,000	-
Geotechnical investigation (Brunsing)	14,800	40,544	(25,744)	40,544	(25,744)
CEQA Environmental Consultant (Rincon) & Archiological monitor	31,174	127,207	(96,033)	100,000	(68,826)
Haz. Mat. Abatement (with construction)	-	-	-	-	-
Haz. Mat. Oversight	15,000	5,274	9,726	5,274	9,726
Containers and Debris Boxes	5,000	3,800	1,200	5,000	-
Misc. legal notices etc.	5,000	41,681	(36,681)	41,681	(36,681)
Project Reserve	-			-	-
	18,639,051	11,905,228	6,733,006	18,308,532	330,519

Assumes 100% contingency expended

Projected Balance of funds on hand 12,519,327

M.U.S.D. PHASE TWO PROJECT

Schematic Design Revised 6/9/22

	Available	Eligible
Series A Bond (less issuance cost)	-	
Series B Bond	12,621,636	
Developer Fees	200,000	

State Bonds

12,821,636	-
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Description	Original Budget	Expended To Date	Remaining Balance	Forecast	Surplus (Shortfall)
Gymnasium & Tech Ctr. Construction	9,280,265	-	9,280,265	9,280,265	-
Industrial Arts Modernization Construction	-	-	-	-	
Community School Construction	297,723	-	297,723	-	
Construction Contingency	478,899		478,899	478,899	-
PG&E Electric	-	-	-	-	-
Education and Telecommunications Technology	-	-	-	-	-
Fixtures and Furniture	-	-	-	-	-
California Dept of Education	-	-	-	-	-
C.D.E. Funding Consultant	-	-	-	-	-
DSA Permit Fees	-	-	-	-	-
County of Mendocino Fees	-	-	-	-	-
Facility Master Plan (QKA)		-	-		-
A / E Basic Services Gym & tech (QKA)	955,527	436,300	519,227	955,527	-
A / E Basic Services Industrial Arts (QKA) (schematic design only)	36,105				
A / E Basic Services Community School (QKA) (schematic design only)	47,104				
A / E Add Fire Sprinkler Engineer (QKA)		-	-	-	-
A / E Add Kitchen Consultant (QKA)	7,050	-	7,050	7,050	-
A / E Add Landscape Architect (QKA)		-	-		-
A / E Add Civil Engineer (QKA)	19,800	²⁶ 3,168	16,632	19,800	-

M.U.S.D. PHASE TWO PROJECT

Schematic Design Revised 6/9/22

	Available	Eligible
Series A Bond (less issuance cost)	-	
Series B Bond	12,621,636	
Developer Fees	200,000	

State Bonds

12,821,636 -

Description	Original Budget	Expended To Date	Remaining Balance	Forecast	Surplus (Shortfall)
A / E Add Energy consultant (QKA)	8,700	-	8,700	8,700	-
A / E Elevator Consultant (QKA)	17,600	-	17,600	17,600	-
A / E reimbursables, Blueprinting (QKA)		448	(448)	448	(448)
Energy Consultant (Sage)		-	-		-
Project/Construction Management (A Arc)	120,000	14,800	105,200	120,000	-
C M reimbursement (A Arc)	20,000	-		20,000	-
Construction Inspector of Record (to be determined)	200,000	-	200,000	200,000	-
Materials Testing and Inspection (Laco)	40,000	-	40,000	40,000	-
Geotechnical investigation (Brunsing)		-	-	-	-
CEQA Environmental Consultant (Rincon)	90,000	-	90,000	90,000	-
Haz. Mat. Abatement (with construction)		-	-	-	-
Haz. Mat. Oversight		-	-		-
Containers and Debris Boxes			-		-
Misc. legal notices etc.		-	-	-	-
Project Reserve	-			-	-
	11,618,773	454,716	11,060,848	11,238,289	(448)

Projected Balance of funds on hand 1,583,347

Author:
Carlou LaMont
cjlnorcal@gmail.com
(415)408-8915

Project:
**Albion School Water Storage Grant
Proposal (Fire Suppression)**

With the increased fire threat to many of our local communities and the increased interest and funds towards fire related prevention. There may be an opportunity to secure funding to increase the water storage at the Albion school. To meet the ISO (Insurance Service Office) PPC (Public Protection Classification) standards.

According to ISO's Fire Suppression Rating Schedule (FSRS), four main criteria comprise a fire rating score:

- 50% comes from the quality of your local fire department, including staffing levels, training and proximity of the firehouse.
- 40% comes from availability of water supply, including the prevalence of fire hydrants and how much water is available to put out fires.
- 10% comes from the quality of the area's emergency communications systems (911).
- An extra 5.5% comes from community outreach, including fire prevention and safety courses.
- Any area that is more than five driving miles from the nearest fire station is automatically rated a 10.

ISO PPC standards dictate that all water sources under 30,000 gal do not count towards our district's FSRS rating. I have singled out the Albion school because our records show the school's water capacity is roughly 15,000 gallons. It should be feasible to increase the schools water storage to meet these standards.

Beyond the immediate benefit for the Fire Department. Improved ISO ratings can help hedge against large insurance increases and outright coverage denials. This will not guarantee relief from insurance rate increases in the future. But can help the school and surrounding communities maintain affordable coverage.

Through my own research a partnership with the Mendocino County Fire Safe Council and help from CalFire. We have been able to locate grants available to help address this issue. If you are willing to move forward with this project we would apply for these grants. It is not a guarantee that our current submissions will be accepted. As many of these grants are first come first serve. We will continue to look, advocate, and reapply for these special project funds/grants. To help increase awareness for all fire districts to help secure funding for these water supply projects.

Grants available for project scope:

Community Foundation's Community and Resiliency and Preparedness Fund:

<https://communityfound.org/grant/community-resiliency-and-preparedness-fund/>

USDA Community Facilities Direct Loan and Grant Program:

<https://www.rd.usda.gov/programs-services/community-facilities/community-facilities-direct-loan-grant-program/ca>

A big thanks to Emily Tecchio, Julie Rhoads, Meredith DeLucia for your support and help.

9/27/2022

Grand Jury Report

RESPONSE FORM

Grand Jury Report Title : The Mendocino Unified School District Special Education Program

Report Dated : July 10, 2022

Response Form Submitted By:

Michael Schaeffer, President
Mendocino Unified School District Board of Trustees
PO Box 1154
Mendocino, CA 95460-1154

Response MUST be submitted, per Penal Code §933.05, no later than:
October 19, 2022

I have reviewed the report and submit my responses to the FINDINGS portion of the report as follows:

I (we) agree with the Findings numbered:

I (we) disagree wholly or partially with the Findings numbered below, and have **attached, as required**, a statement specifying any portion of the Finding that are disputed with an explanation of the reasons therefore.

Findings 5 through 10

I have reviewed the report and submit my responses to the RECOMMENDATIONS portion of the report as follows:

The following Recommendation(s) have have been implemented and **attached, as required**, is a summary describing the implemented actions:

The following Recommendation(s) have not yet been implemented, but will be implemented in the future, **attached, as required** is a time frame for implementation:

The following Recommendation(s) require further analysis, and ***attached as required***, is an explanation and the scope and parameters of the planned analysis, and a time frame for the matter to be prepared, discussed and approved by the officer and/or director of the agency or department being investigated or reviewed: (This time frame shall not exceed six (6) months from the date of publication of the Grand Jury Report)

The following Recommendations will NOT be implemented because they are not warranted and/or are not deemed reasonable, ***attached, as required*** is an explanation therefore:

Recommendations 4, 5, and 6

I have completed the above responses, and have attached, as required the following number of pages to this response form:

Number of Pages attached: 102

I understand that responses to Grand Jury Reports are public records. They will be posted on the Grand Jury website: www.co.mendocino.ca.us/grandjury. The clerk of the responding agency is required to maintain a copy of the response.

I understand that I must submit this signed response form and any attachments as follows:

First Step: E-mail (word documents or scanned pdf file format) to:

- The Grand Jury Foreperson at: grandjury@mendocinocounty.org
- The Presiding Judge: grandjury@mendocino.courts.ca.gov
- Please also send a courtesy copy to: The County's Executive Office: ceo@mendocinocounty.org

Second Step: Mail all originals to:

- Mendocino County Grand Jury
P.O. Box 939
Ukiah, CA 95482

Printed Name: Michael Schaeffer

Title: President, Mendocino Unified School District Board of Trustees

Signed: Michael Schaeffer

Date: 10/10/2022

The District will request that two such sessions be held in the 2022-2023 school year. An interpreter will be provided if needed.

Recommendation R6:

The MUSD shall develop a more transparent budget by the 2023-24 school year which clearly outlines special education service costs, legal costs defrayed by SELPA, unbudgeted legal costs that encroach on the district's general fund, and staff development costs associated with special education training. The Superintendent shall make an annual report to the Board of Trustees on these associated special education budget items. (F5-F10)

Response:

This recommendation will not be implemented because it is not warranted or reasonable.

The District follows accepted accounting and budgeting guidelines and makes its full and complete budget publicly available. The budget is discussed regularly at Board meetings, and special education budget items are included as part of the District Superintendent's regular reports to the Board. MUSD welcomes members of the public to attend and participate in Board meetings and become more informed regarding the budget. School district budgets can be difficult to read, but staff are available to meet with any community member who has questions about the District's adopted budget.

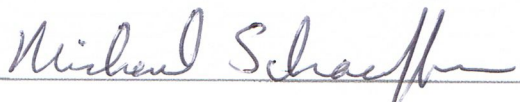
Furthermore, as mentioned above, the word "encroach" is outdated and discriminatory, and the Grand Jury should reconsider its use of such exclusive language.

The Board adopted the foregoing response at a meeting of this Board held on the 5th day of October 2022 by the following vote:

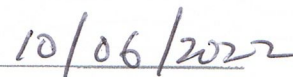
AYES: 4

NOES: 0

ABSENT/NOT VOTING: 1 (Absent)



President of the Board of Trustees



Date

MENDOCINO UNIFIED SCHOOL DISTRICT



MENDOCINO UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES

RESPONSE TO CIVIL GRAND JURY REPORT

The Mendocino Unified School District Special Education Program (dated 7/10/2022)

INTRODUCTION

The Board of Trustees of the Mendocino Unified School District has reviewed and discussed the report issued by the Mendocino County Civil Grand Jury, titled *The Mendocino Unified School District Special Education Program*.

The Board disagrees with the Grand Jury's findings. Although the Grand Jury claims that the District failed to properly identify and provide required special education services to “several students,” the Grand Jury did not, in fact, collect any evidence of this. The findings reflect an incomplete investigation.

1. The Grand Jury failed to seek any evidence of the District's compliance with special education laws, including the Individuals with Disabilities Education Act (“IDEA”);
2. The Grand Jury failed to speak to any individuals responsible for implementing District Individualized Education Programs (“IEPs”), and
3. The Grand Jury failed to identify any documentation of the “lawsuits” that allegedly found the District in violation of the law.

In this response, the Board provides information with supportive documentation to put the community's mind at ease regarding the state of special education in the District.

The Mendocino Unified School District is, and always has been, committed to the success of its students with disabilities. The Board hopes that by outlining the District's actions accurately, any damage done by the Grand Jury's false and misleading report will be repaired and community confidence will be restored. The Board acknowledges that perfect implementation of the IDEA is difficult to achieve and encourages parents and guardians to reach out to District staff with any concerns about their individual student's performance and progress in school.

RESPONSE TO GRAND JURY REPORT “SUMMARY”

The Grand Jury report begins with a summary that includes many factual inaccuracies. Below is a list of the Grand Jury’s inaccurate statements followed by the Board’s corrections.

Inaccurate Statement 1:

“The GJ found that the school district failed to properly identify and provide mandated SpEd services to several students, that resulted in California Office of Administrative Hearings lawsuits compelling the district to offer additional student services to correct their practices.”

Correction:

There has not been a single decision, finding, and/or order against the District from the California Office of Administrative Hearings with regard to special education services in more than a decade.¹

Inaccurate Statement 2:

“The GJ found a lack of awareness or particular concern about the special education settlement agreements by the school Superintendent and the K-8 school Principal.”

Correction:

This vague allegation is not supported by any evidence and runs contrary to the Board’s experience that both the District Superintendent and Mendocino K8 School Principal are aware of special education settlement agreements as appropriate for their positions and that they are both committed to ensuring that student needs are met on District campuses.

As a point of process, settlement agreements entered into by the District are at the sole discretion of the Board, not the Superintendent or Mendocino K8 School Principal. District personnel do not have the authority to enter into settlement agreements with families without the Board’s input and approval. The Board can delegate the authority to the Superintendent to act as the Board’s agent in negotiations.

Inaccurate Statement 3:

“Several families testified to the GJ that they had to sue the district to receive the SpEd services necessary for compliance with their students’ Individual Education Plan (IEP).”

Correction:

It is important to distinguish between a lawsuit filed in a state or federal court and administrative filings against the District to initiate the legal process by which parents can address concerns about how their child’s special needs are being addressed—called due process complaints. Due process is an important procedural right granted by the

¹ Special education due process hearing decisions are all publicly available. A searchable database is maintained by the Office of Administrative Hearings, Special Education Division, at the following website: <https://www.dgs.ca.gov/OAH/Case-Types/Special-Education/Services/Decisions>

IDEA that can be useful in resolving disagreements between schools and parents regarding special education programming.² A parent can file a due process complaint even if the District is in full compliance with special education law. Sometimes the process ends in mediation; other times it moves to a full administrative due process hearing.

Inaccurate Statement 4:

“The MUSD was compelled by legal settlement agreements to pay for SpEd services and associated travel expenses, professional educational consultants, and legal fees in the amount of \$56,765 for the period January 2021 to June 2022.”

Correction:

The Grand Jury’s statement reflects a lack of understanding of the negotiations process and the fact that settlements might be preferred to evidentiary hearings for financial and/or relationship purposes. The District has willingly chosen to enter into settlement agreements with several families to resolve concerns regarding the provision of Free Appropriate Public Education (“FAPE”) for their students to avoid protracted, expensive, and antagonistic administrative hearings and appeals that could last for years and leave the children in question in limbo with regard to their educational programs.

Also, these costs are incorrect. See the response under Finding 5 for details.

Inaccurate Statement 5:

“All parents in these MUSD settlements were required to sign a non-disclosure agreement (NDA).”

Correction:

The District has never required any parent to sign a non-disclosure agreement in the situation described above. In special education settlement agreements, families usually waive any claims against the District in return for services or assessments agreed upon by both parties. These agreements have a confidentiality clause – pertaining to both families and District personnel so only those directly involved are privy to the details of the settlement. This is to protect confidentiality; for example, a site administrator would not be privy to terms of an agreement that she did not have responsibility for implementing.

The term “non-disclosure agreement” – which appears nowhere in any special education settlement agreement approved by the Board – is inflammatory in nature and does not reflect the true intent of the confidentiality clauses. These clauses are meant to protect the student’s and parents’ confidential information and to avoid issues where persons outside

² More information about this process is provided by the Office of Administrative Hearings, Special Education Division, at the following website: <https://www.dgs.ca.gov/OAH/Case-Types/Special-Education/Self-Help>

of the settlement process (like Grand Jury members) make judgments about the District's intent without knowledge of the full facts.

Inaccurate Statement 6:

The countywide practice of non-disclosure agreements makes it difficult to obtain testimony from other families, raising concerns about other districts having similar practices to MUSD, in failing to abide by agreed-upon IEPs that provide federal and state mandated protections.

Correction:

The Board cannot speak to any countywide practices, but MUSD does not use non-disclosure agreements in its special education settlement agreements. Moreover, the Board notes that the Grand Jury has subpoena power and could have conducted further inquiry if it felt information was missing from its inquiry.

CONCERNS WITH METHODOLOGY

The Grand Jury failed to interview relevant individuals and failed to request relevant documentation. Had the Grand Jury completed a thorough investigation into this matter, it would have been able to make accurate findings.

Per the report, the Grand Jury did not review any due process complaints, settlement agreements, IEPs, California Department of Education compliance data, or other information relevant to the question of whether the District was meeting its obligations to students under the IDEA. Typically, a review of whether the District provided free appropriate public education to a student occurs in a fact-specific due process hearing on an individual student basis, following weeks of testimony from witnesses and the review of hundreds of pages of relevant documentation. None of that information was considered here.

Additionally, the Board is concerned that the Grand Jury never asked the Board or District for a list of parents/guardians whose students have IEPs with whom the Grand Jury could make contact. Instead, the Grand Jury only spoke with parents who had filed due process complaints against the District. Furthermore, the Grand Jury never asked the District or the Mendocino County SELPA for information or documentation related to the District's compliance with its obligations under the IDEA – information which is plentiful and easy to provide.

The Grand Jury has subpoena power, so its statement that “non-disclosure agreements makes [sic] it difficult to obtain testimony from other families, raising concerns about other districts having similar practices to MUSD, in failing to abide by agreed-upon IEPs that provide federal and state mandated protections” is insufficient and misleading. The Grand Jury had a duty and an obligation to issue subpoenas, speak with all relevant parties, and review all relevant information. Instead, it interviewed a very small and highly specific subset of the District's parent/guardian community and took those statements as fact. This half-hearted inquiry should not stand.

DOCUMENTS THE GRAND JURY SHOULD HAVE REQUESTED

Because of the methodology concerns above, the District has attached a number of additional items that the Grand Jury should have asked for and reviewed prior to issuing their report. These documents include:

1. A copy of a due process complaint and relevant documents, with confidential information redacted. Attachment 1 includes:
 - a. A due process complaint filed September 30, 2020;
 - b. A scheduling order issued October 1, 2020, showing a due process hearing date of November 24, 2020, and designating this case as OAH Case No. 2020100003;
 - c. A response to the complaint, filed October 12, 2020, showing that the District denied all allegations in the complaint and responding to allegations of denial of FAPE;
 - d. An order issued October 21, 2020, scheduling a mediation for November 20, 2020;
 - e. A compromise and release agreement resulting from the November 20, 2020, mediation agreed upon to resolve the case;³
 - f. An order issued November 20, 2020, vacating pending hearing dates due to the settlement agreement;
 - g. The agenda from the District's December 14, 2020, Board meeting, listing "Conference with Legal Counsel – Existing Litigation (Govt. Code 54956.9): OAH Case No. 2020100003" as a closed session item;
 - h. The minutes from the Board's December 14, 2020, meeting, indicating that the Board voted 3/2 to approve a settlement in OAH Case No. 2020100003; and
 - i. An order issued December 15, 2020, dismissing the case.
2. Emails showing Mendocino K8's response to requests for assessment, with confidential information redacted.
3. The District's Alternative Dispute Resolution and Prevention budget information;
4. The District's Educator Effectiveness Block Grant Expenditure Plan; and
5. Comments from parents.

³ Notably, the compromise and release agreement is clear that the District did not admit liability and that there was no prevailing party in this matter.

RESPONSE TO GRAND JURY REPORT “DISCUSSION”

Although a response to the Discussion section is not required, the Board finds it important to correct the many factual inaccuracies in this section of the report.

Inaccurate Statement 1:

“A parent reported a recent successful negotiation whereby their student will attend a neighboring school district and receive SpEd services designated by the IEP and paid for by MUSD. . . . Parents who were denied services informed the GJ that it was so difficult to get services that they had to resort to legal action to compel the MUSD to honor the IEP agreement. These parents paid for and were successful in legal actions against MUSD to obtain compensatory services.”

Correction:

The District can place a student in a neighboring school if such a placement is required for FAPE. As noted in the finding, the District continues to provide and pay for special education services while the student attends school in a another district. As is clear from the finding, the parent reported that he or she viewed this solution as a “successful negotiation.” In other words, the parent agrees with the special education placement in a neighboring school district. There is nothing untoward or inappropriate about what occurred in this situation.

Inaccurate Statement 2:

“Even after prevailing in their legal actions against the district, all families reported that they subsequently removed their students from the MUSD and enrolled their students in other school districts based on MUSD’s inadequate delivery of federally mandated special education services.”

Correction:

As stated previously, no parent has ever “prevail[ed] in their legal action against the [D]istrict” regarding a special education claim. The Board cannot respond to a statement about why a parent or guardian might have enrolled their student in a different school district. California law values parent choice in school enrollment and provides for a number of options for execution of such choice.⁴

⁴ The California Department of Education has compiled information on the options available to parents and guardians at the following webpage: <https://www.cde.ca.gov/re/di/fq/districttransfers.asp>

Inaccurate Statement 3:

“After agreeing to settle legal disputes with the district, the parents were required to sign a non-disclosure agreement (NDA) with MUSD which the GJ later found to be a requirement of all SpEd legal settlements in this county. “

Correction:

As stated previously, no parent was required to sign a non-disclosure agreement. The Board is unaware of any countywide policy or requirement regarding special education settlements. Each Local Educational Agency (“LEA”) such as a school district is free to choose its own legal counsel and make decisions regarding legal matters independently of the other LEAs.

Inaccurate Statement 4:

“The MUSD Superintendent contends it is cheaper to settle legal suits than contest them in court, and that the MUSD Board may be re-thinking this strategy.”

Correction:

Although the Grand Jury claims to have interviewed legal counsel(s), they do not appear to have asked this question of any legal counsel. Had they done so, Grand Jury members would have had a better understanding of the costs associated with such hearings as well as the adversarial nature of such proceedings. Advancing to an evidentiary hearing in any of the due process complaints filed against the District would have resulted in a financial burden on the District in excess of the costs of settlements, and those financial costs would not have gone toward services for students, but rather to attorneys’ fees. Instead, the costs associated with settlement agreements cover assessment and services for students. The Board believes this is an appropriate and ethical use of public funds.

Not only were the settlements fiscally sound, they avoided the adversarial relationship that is often created when a District chooses to proceed to a due process hearing, rather than resolve issues via a mediated agreement.

Most special education due process complaints are resolved via a settlement agreement. The Grand Jury should have reviewed publicly available information on special education due process complaints.⁵ The most current data shows that statewide, out of 3,179 cases closed in the first three quarters of the 2021-22 fiscal year, 2,641 resulted in a settlement agreement, whereas only 54 resulted in a decision following an evidentiary hearing.⁶ In other words, in special education, settlements are the rule, not the exception.

⁵ <https://www.dgs.ca.gov/OAH/Case-Types/Special-Education/Resources/Page-Content/Special-Education-Resources-List-Folder/Quarterly-Reports-and-Dashboards>

⁶ <https://www.dgs.ca.gov/-/media/Divisions/OAH/Special-Education/Documents-for-Resource-Tab/Quarterly-Reports/Quarterly-Data-Report-Q3-FY21-22.pdf?la=en&hash=D9E88CEB883569166DE3BC85573599BF97C31073>

RESPONSE TO GRAND JURY REPORT “FINDINGS”

Finding F5:

The MUSD parents had to seek and pay for their students' special education evaluations and accommodations and then sue the district to force compliance with federal special education law. The MUSD paid \$55,576 in reimbursement, travel, professional consultant, and legal fees from January 2021 to June 2022 to satisfy settlement agreements. The \$55,576 was paid out of the MUSD general fund which reduced the funds available for general education.

Response:

The Board disagrees with this “finding.”

1. It is unclear what is meant by “The MUSD parents.” The Board is aware that the number of complaints filed against the District reflects a small percentage of their overall student population. The District has received four due process complaints in the past ten years. The District serves an average of 67 students per year with special education programs and services.
2. Second, no parent has ever “sue[d]” the District to “force compliance with federal special education law.” As stated previously, some parents have filed due process complaints against the District. None of those complaints ever made it to a hearing stage where the District was “forced” to take any action. None of these complaints were ever lawsuits filed in a court of competent jurisdiction.
3. These costs are incorrect, as is the statement of the fund out of which they were paid. The District currently has restricted a total of \$71,050 for special education settlements.⁷ Of that total, \$29,382 has been paid out to date. None of those payments have come out of the District’s General Fund; instead, they were paid out of Learning Recovery Support funds and the Mendocino SELPA's extraordinary costs pool.
4. As to the latter, the 2021-2022 state budget set aside \$100 million that was distributed to the SELPAs to resolve special education conflicts between parents and school districts, which escalated during remote learning.⁸ The District received \$34,000 in these Learning Recovery Support funds.

⁷ It is possible that some of the restricted funds will revert to the District. Each settlement agreement has a date by which compensatory education must be used. If monies set aside for compensatory education are not used by the date indicated in the settlement agreement, the amount remaining in the fund returns to the District.

⁸ *E.g., How California Plans to Deter Costly Special Education Disputes*, EdSource (July 22, 2021), available at <https://edsources.org/2021/how-california-plans-to-deter-costly-special-education-disputes/658226>

The Grand Jury report makes this out to be a Mendocino Unified School District issue alone. However, even the second largest school district in the nation had difficulties serving students during the pandemic and owed students compensatory education. *See, e.g., Office for Civil Rights Reaches Resolution Agreement with Nation’s Second Largest School District, Los Angeles Unified, to Meet Needs of Students with Disabilities during COVID-19 Pandemic* (Apr. 28, 2022), available at <https://www.ed.gov/news/press-releases/office-civil-rights-reaches->

5. Finally, the Board takes issue with the idea that students with disabilities should not receive services funded out of general funds. Students with disabilities are welcome in the District and are entitled to benefit from general funds just as any other student.

Finding F6:

The IEP provides early interventions and are key to long term educational success and social-emotional development, and yet MUSD's IEP practices were indefensible in the Office of Administrative Hearings.

Response:

The Board disagrees with this “finding.”

There has never, in the history of the District, been a finding out of the Office of Administrative Hearings that “MUSD’s IEP practices were indefensible.” The Grand Jury’s report does not indicate that it reviewed any documentation that would indicate otherwise. This “finding” appears to be based in opinion, not fact.

Finding F7:

The MUSD does not adequately inform parents of the availability of diagnostic methods such as the free North Coast Diagnostic Center clinical service, that are available to all students at the parents' request.

Response:

The Board disagrees with this “finding.”

The Board is unaware of what the “North Coast Diagnostic Center clinical service” is, and a review of available information has not turned up any such service. Regardless, District staff connect parents and guardians to other agencies as is appropriate.

Finding F8:

Neither the MUSD Principal nor the Superintendent demonstrated any deep understanding, knowledge, or perceived concern of the ramifications of special education classroom delivery or the legal cost encroachments to the district budget.

Response:

The Board disagrees with this “finding.”

This is an opinion regarding District staff, not a finding based on any facts collected by the Grand Jury. The Board maintains confidence in their staff, including the current Superintendent and Mendocino K8 School Principal. The Board wants to note that the

term “encroachment” is outdated and derogatory to students with disabilities. It is recommended that the Grand Jury revise the report to use more inclusive language.

Finding F9:

When there is a settlement for violation of the IEP contract there is no public reporting mechanism so that the residents of the school district could easily discern the level of SpEd compliance at the school district, or the actual associated legal costs to the taxpayers.

Response:

The Board disagrees with this “finding.”

Every settlement agreement in the District is approved by the Board and reported out at a public board meeting. Every agreement is then available to the public via a Public Records Act request.

Additionally, a settlement agreement represents a negotiation. It does not reflect special education compliance. There are many metrics collected by the state and federal governments that do, however, show the District’s special education compliance. Those have been provided as a part of this response. The Board notes that the Grand Jury did not request or review any of those metrics.

Finding F10:

Confidential settlement agreements contain non-disclosure clauses and make it very difficult to trace legal costs in the school district budget. The MUSD managers state that the reason for obscure budget line items is due to the legal requirement to maintain the family's rights to confidentiality. These line items could be shown in the school district budget with names redacted. Due to use of NDAs the GJ could not ascertain whether or not similar problems existed in other school districts in this county.

Response:

The Board disagrees with this “finding.”

As stated above, the District has never required a parent or guardian to sign a non-disclosure agreement in exchange for receiving compensatory services. The District’s budget clearly reflects its legal costs as well as any costs associated with special education settlements. The budget does not include student names in compliance with FERPA and the California Pupil Privacy Act.

The Board cannot speak to what other school districts do or do not do.

RESPONSE TO GRAND JURY REPORT “RECOMMENDATIONS”

Recommendation R4:

The MUSD shall present a plan in the first quarter of the 2022-23 school year that uses the \$40,000 annual revenues earmarked for professional development for the next five years to reduce the number of parent legal actions to zero and provide training for all staff, administrators and district trustees that improve all practices, including campuswide harassment, related to the delivery of special education services to all applicable students. Administrators and Trustees shall train with a focus on special education legal requirements, budget implications and the importance of early educational interventions. (F5-F8)

Response:

This recommendation will not be implemented because it is not warranted or reasonable.

The District has a plan for spending its educator effectiveness monies, and the plan includes trainings in the areas recommended. That plan is included as Attachment 4. The District will not eliminate other, necessary trainings and staff development in favor of these recommendations, particularly as these recommendations are based on inaccurate findings.

Additionally, is patently unreasonable to expect a district to “reduce the number of parent legal actions to zero.”⁹ Parents have a right under the IDEA to file a due process complaint if they disagree with the District’s provision of FAPE. Disputes can occur even when the District is following all obligations under the law. This recommendation seeks to undermine or take away that parental right and ignores the legal landscape in this area.

Recommendation R5:

The MUSD shall make a more concerted effort to help parents understand their parental rights by holding local monthly parent CAC meetings via zoom and in person, on the topics related to special education rights and support systems for families. (F7)

Response:

This recommendation will not be implemented because it is not reasonable. The District does not hold any CAC meetings; those are a function of the SELPA.

However, the District will work with the Mendocino County SELPA to hold information nights with parents specific to the District and located within the District’s boundaries.

⁹ The Grand Jury might have researched how common special education disputes are in the state of California. Two sources that would have been useful for them to read include: *Overview of Special Education in California*, Legislative Analyst’s Office (Nov. 6, 2019), available at <https://lao.ca.gov/Publications/Report/4110> (noting that cases filed with the Office of Administrative Hearings had increased 84% over a ten-year period); and *2019-20 DR Data Summary*, CADRE (Nov. 11, 2021), available at https://www.cadeworks.org/sites/default/files/resources/2019-20%20DR%20Data%20Summary%20-%20California_0.pdf (showing due process complaints filed across multi-year periods and percentages resolved without a hearing).

The District will request that two such sessions be held in the 2022-2023 school year. An interpreter will be provided if needed.

Recommendation R6:

The MUSD shall develop a more transparent budget by the 2023-24 school year which clearly outlines special education service costs, legal costs defrayed by SELPA, unbudgeted legal costs that encroach on the district's general fund, and staff development costs associated with special education training. The Superintendent shall make an annual report to the Board of Trustees on these associated special education budget items. (F5-F10)

Response:

This recommendation will not be implemented because it is not warranted or reasonable.

The District follows accepted accounting and budgeting guidelines and makes its full and complete budget publicly available. The budget is discussed regularly at Board meetings, and special education budget items are included as part of the District Superintendent's regular reports to the Board. MUSD welcomes members of the public to attend and participate in Board meetings and become more informed regarding the budget. School district budgets can be difficult to read, but staff are available to meet with any community member who has questions about the District's adopted budget.

Furthermore, as mentioned above, the word "encroach" is outdated and discriminatory, and the Grand Jury should reconsider its use of such exclusive language.

The Board adopted the foregoing response at a meeting of this Board held on the 5th day of October 2022 by the following vote:

AYES: 4

NOES: 0

ABSENT/NOT VOTING: 1 (Absent)

President of the Board of Trustees

Date

MENDOCINO UNIFIED SCHOOL DISTRICT

RUDERMAN & KNOX LLP

ATTORNEYS AT LAW

FAX COVER SHEET

To: Andrea Arenas Fax No. (707) 937-0714

From: F. Richard Ruderman Connie Mariscal

Christian Knox Kate Chilcote

Colleen Snyder Adrié Palm

Lindsay Whyte Michelle Serrano

Lindsey Mehler Abigail Poppert

Julia Baker

Re: [REDACTED] v. *Mendocino Unified School District*,
Case No. TBD

Date: 09/30/2020 No. of pages (including cover sheet): 15


Comments: _____

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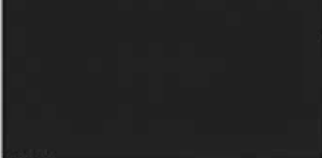

8 **BEFORE THE**
OFFICE OF ADMINISTRATIVE HEARINGS
 STATE OF CALIFORNIA
 9 **SPECIAL EDUCATION DIVISION**

10
 11 )
 12)
 13 v.)
 14 MENDOCINO UNIFIED SCHOOL)
 DISTRICT.)
 15)

Case No. TBD

DUE PROCESS COMPLAINT
 20 U.S.C. § 1415 (b) (7) (A)

16 This is to notify the MENDOCINO UNIFIED SCHOOL DISTRICT (the "District") of a
 17 special education due process complaint.
 18

19 Student: 
 20 Date of Birth: 
 21 Grade: Seventh Grade
 22 School: Mendocino K8
 23 Parents: 
 24 Address: 
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 26 Phone: 
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ISSUES

Nature of the Problem:

1. The Mendocino Unified School District (the "District") denied [REDACTED] a free appropriate public education (FAPE) during the 2018-2019 school year, including extended school year (ESY), by:
 - a. failing to convene an IEP meeting when he was not making adequate progress;
 - b. failing to provide goals in all areas of need;
 - c. failing to provide adequate accommodations;
 - d. failing to provide an appropriate structured literacy program;
 - e. failing to provide adequate specialized academic instruction;
 - f. failing to provide direct instruction in executive functioning;
 - g. failing to offer adequate services during ESY;
 - h. failing to provide assistive technology services, equipment, software, and applications; and
 - i. failing to timely provide an independent educational evaluation.

2. The District denied [REDACTED] a FAPE during the 2019-2020 school year, through the ESY, by:
 - a. failing to implement his IEP;
 - b. failing to provide goals in all areas of need;
 - c. failing to provide adequate accommodations;
 - d. failing to provide an appropriate structured literacy program;
 - e. failing to provide adequate specialized academic instruction;
 - f. failing to provide direct instruction in executive functioning;
 - g. failing to offer adequate services during ESY;
 - h. failing to provide assistive technology services, equipment, software, and applications;

- 1 i. failing to timely provide an independent educational evaluation; and
2 j. failing to provide adequate services during distance learning.
3
4 3. The District denied [REDACTED] a FAPE during the 2020-2021 school year, through the date of
5 hearing, by:
6 a. failing to implement his IEP;
7 b. failing to provide goals in all areas of need;
8 c. failing to provide adequate accommodations;
9 d. failing to provide an appropriate structured literacy program;
10 e. failing to provide adequate specialized academic instruction;
11 f. failing to provide direct instruction in executive functioning;
12 g. failing to offer adequate services during ESY;
13 h. failing to provide assistive technology services, equipment, software, and
14 applications;
15 i. failing to timely provide an independent educational evaluation; and
16 j. failing to provide adequate services during distance learning.
17
18 4. The District failed to adequately assess [REDACTED] in all areas of suspected disability by:
19 a. failing to conduct a speech and language assessment;
20 b. failing to conduct an adequate psychoeducational evaluation; and
21 c. failing to conduct an assistive technology assessment.
22

23 Facts Related to the Problem

- 24 1. [REDACTED] is twelve years old and in the seventh grade. [REDACTED] is eligible for special education
25 under the qualifying condition of specific learning disability. [REDACTED] had deficits in
26 reading decoding, reading fluency, reading comprehension, written expression, math,
27 executive functioning, and behavior.
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2. During the 2018-2019 school year [redacted] was in the fifth grade within the boundaries of the District.

3. [redacted] operative IEP was dated January 16, 2018. The present levels of performance contained in the IEP indicated that [redacted] instructional reading level was second grade. The IEP also noted that [redacted] parents needed to serve as his scribe so that he could complete his English/language arts homework.

4. The IEP provided [redacted] with goals in the areas of reading fluency, written expression, and math.

5. The IEP provided [redacted] with 315 minutes per week of specialized academic instruction.

6. [redacted] was not offered extended school year.

7. By October 1, 2018, the District should have realized that the IEP was not adequate to meet [redacted] needs because he was not making adequate progress. The District should have convened an IEP team meeting and offered [redacted] goals in all areas of need including reading decoding, spelling, reading comprehension, executive functioning, and attention.

8. The District also should have offered [redacted] an appropriate structured literacy program and provided him with direct instruction in executive functioning.

9. On December 7, 2018, the District administered the Woodcock Johnson Test of Achievement IV. According to the assessment results, [redacted] Broad Reading score was 60, or a 1.6 grade level. [redacted] reading fluency as at a 1.7 grade level, his letter/word

///

1 identification score was a 1.2 grade level, and his passage comprehension was at a 2.0
2 grade level.

3
4 10. The assessment also showed that [REDACTED] was exhibiting deficits in math (3.5 grade level)
5 and written expression (1.6 grade level). [REDACTED] spelling score was at a 1.1 grade level
6 (standard score of 55).

7
8 11. On January 8, 2019, the District completed [REDACTED] Triennial Evaluation. The District
9 concluded that [REDACTED] was of average cognitive ability (full scale IQ of 105), with a
10 strength in fluid reasoning (110) and deficits in phonological processing (79), auditory
11 processing (80), and processing speed (78). [REDACTED] demonstrated scatter among subtests.
12 The District should not have calculated a full scale IQ due to the significant scatter
13 between processing speed (78) and fluid reasoning (110).

14
15 12. According to the assessment, [REDACTED] was off-task during the classroom observation 47%
16 of the time.

17
18 13. The results of the Conners-3 indicated that [REDACTED] was in the Elevated range in inattention,
19 learning problems/executive functioning, and peer relations. [REDACTED] was in the Very
20 Elevated range in hyperactivity impulsivity and peer relations.

21
22 14. The assessment was not adequate. The assessment failed to include an adequate
23 assessment of [REDACTED] processing skills and executive functioning skills. Given the
24 results of the assessment tools administered by the District, further assessment was
25 required to determine if [REDACTED] would have met the characteristics of a student with
26 dyslexia.

27 ///

28 ///

- 1 15. Moreover, based upon [REDACTED] rating scores on the Conners-3 for peer relations, the
2 District should have conducted an assessment of his pragmatic language and social skills.
3 [REDACTED] also required an assistive technology assessment to address his reading, written
4 expression, and executive functioning deficits.
5
- 6 16. On January 8, 2019, the District completed [REDACTED] annual/triennial IEP team meeting.
7 The IEP indicated that [REDACTED] was engaging in off-task behaviors including staring into
8 space, fidgeting with small objects, tapping his feet or hands, or chewing/sucking on the
9 strings of his sweatshirt.
10
- 11 17. According to the IEP, [REDACTED] had not met his previous reading or written expression goals.
12 [REDACTED] reportedly met his math goal.
13
- 14 18. The IEP provided goals in the areas of reading fluency, spelling, math, written expression
15 (mechanics), work completion, and reading decoding. The IEP failed to provide goals in
16 all areas of need [REDACTED] required goals in the areas of reading comprehension, written
17 expression (content), executive functioning, and behavior.
18
- 19 19. The IEP did not provide him with adequate accommodations to address his reading and
20 executive functioning deficits, such as assistive technology. For example, the IEP
21 provided for books at an easier level for academic content. [REDACTED] should have been
22 provided with audiobooks and speech-to-text software.
23
- 24 20. The IEP offered [REDACTED] 315 minutes per week of specialized academic instruction. The
25 offer was inadequate to meet his needs. [REDACTED] required a structure literacy program in
26 addition to specialized academic instruction to address his math and written expression
27 deficits. In addition [REDACTED] required direct instruction in executive functioning.
28

- 1 21. The IEP also offered [REDACTED] sixty minutes of specialized academic instruction twenty
2 times during ESY. [REDACTED] required increase specialized academic instruction during
3 ESY, including a structured literacy program.
4
- 5 22. The notes from the IEP indicated that the RSP teacher recommended assistive technology
6 be implemented for [REDACTED]. The District failed to offer [REDACTED] with assistive technology or
7 conduct an assistive technology assessment.
8
- 9 23. At the IEP team meeting [REDACTED] mother requested an independent educational
10 evaluation (IEE). The District failed to timely respond to the request. To date, an IEE
11 has not been completed.
12
- 13 24. On May 13, 2019, the District convened an Amendment IEP team meeting to discuss
14 [REDACTED] transition to middle school. The IEP provided [REDACTED] access to audiobooks.
15 However, the IEP failed to provide [REDACTED] with speech-to-text/text-to-speech software.
16
- 17 25. The annual IEP was amended to provide 323 minutes per week of specialized academic
18 instruction.
19
- 20 26. [REDACTED] did not make adequate progress during the 2018-2019 school year.
21
- 22 27. During the 2019-2020 school year, [REDACTED] was in the sixth grade within the boundaries of
23 the District.
24
- 25 28. When [REDACTED] received his schedule for the school year, his specialized academic
26 instruction was not on his schedule.

27 ///

28 ///

1 29. On August 29, 2019, the District convened an Amendment IEP team meeting. Although
2 the IEP team again recommended that [REDACTED] be provided with assistive technology, the
3 District failed to document what assistive technology [REDACTED] was to be provided and failed
4 to conduct an assistive technology assessment.

5
6 30. [REDACTED] specialized academic instruction was not implemented.

7
8 31. [REDACTED] filed a compliance complaint with the California Department of Education.
9 The District was order to provide ten hours of compensatory education. The District
10 began to count any time [REDACTED] self-advocated to go to a small environment (an
11 accommodation pennitted by his IEP) as time toward fulfillment of the ten hours, even if
12 he only accessed the resource room for five minutes at a time.

13
14 32. The District failed to implement a structured literacy program, adequate direct instruction
15 in executive functioning, or appropriate written expression or math instruction.

16
17 33. On December 17, 2019, the District convened [REDACTED] annual IEP team meeting. At the
18 IEP team meeting the District seemed to report that [REDACTED] was reading at a third grade
19 level. However, the scores reported by the District were only related to fluency and not to
20 decoding, phonemic awareness, or comprehension. Moreover, the District utilized the
21 same assessment tool (Read Naturally) that had previously reported scores approximately
22 one year greater than standardized testing.

23
24 34. The present levels of performance reported that it would take [REDACTED] anywhere from one
25 minute to twenty minutes to get back on task during independent work. It was also
26 reported that [REDACTED] was becoming more self-conscious and aware of his academic
27 deficits.

28 ///

- 1 35. Despite recommendations for [REDACTED] to receive assistive technology during the previous
2 two IEP team meetings, this IEP indicated that [REDACTED] did not require assistive technology
3 devices or services.
4
- 5 36. The IEP provided goals in the areas of reading fluency, written expression, math, and on-
6 task behavior. The IEP failed to provide goals in all areas of need. [REDACTED] required goals
7 in the areas of reading comprehension, written expression (content), executive
8 functioning, and attention.
9
- 10 37. The IEP offered [REDACTED] sixty minutes per day of specialized academic instruction. The
11 offer was inadequate to meet his needs. [REDACTED] required a structure literacy program in
12 addition to specialized academic instruction to address his math and written expression
13 deficits. In addition [REDACTED] required direct instruction in executive functioning.
14
- 15 38. The IEP also offered [REDACTED] sixty minutes of specialized academic instruction twenty
16 times during ESY. [REDACTED] required increase specialized academic instruction during
17 ESY, including a structured literacy program.
18
- 19 39. The notes from the IEP indicated that [REDACTED] was not able to finish his assigned work in
20 the classroom and that he was missing assignments. [REDACTED] was not attending science and
21 was being provided with specialized academic instruction during science.
22
- 23 40. As of January 2020, [REDACTED] still had not been provided with the independent educational
24 evaluation that was requested in January 2019.
25
- 26 41. On March 16, 2020, the District closed its campuses due to COVID-19.
27 ///
28 ///

1 42. On April 6, 2020, the District prepared an IEP Amendment. The District reduced [REDACTED]
2 services to a video conference consultation with the resource teacher three times per week
3 for sixty minutes.

4
5 43. The IEP was inadequate to meet [REDACTED] needs. [REDACTED] required a structure literacy
6 program in addition to specialized academic instruction to address his math and written
7 expression deficits. In addition, [REDACTED] required direct instruction in executive
8 functioning. [REDACTED] also required services from a one-to-one aide to access distance
9 learning.

10
11 44. [REDACTED] did not make adequate progress during the 2019-2020 school year.

12
13 45. The District failed to implement his IEP during ESY.

14
15 46. During the 2020-2021 school year [REDACTED] is in the seventh grade within the boundaries of
16 the District.

17
18 47. Pursuant to State and local health orders, Mendocino K8 applied for and received a
19 waiver to return to in-person instruction for the 2020-2021 school year.

20
21 48. [REDACTED] was informed that [REDACTED] would be permitted to return to school for in-person
22 instruction from a special education teacher.

23
24 49. [REDACTED] was then informed that the only time he could access the special education
25 teacher was during the same time he was supposed to receive instruction from his general
26 education teacher via Zoom.

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1 50. ██████ was told that ██████ could not attend school and could sit on the sidewalk
2 outside of the school during the Zoom meeting with the general education teacher.

3
4 51. The District has failed to formulate a plan for distance learning that will ensure ██████
5 receives access to his education. Moreover, the District has failed to provide ██████ with
6 adequate services to enable him to make adequate progress.

7
8 Proposed Resolutions to the Problem

9 1. Student seeks declaratory relief that the District denied ██████ a free appropriate public
10 education during the 2018-2019, 2019-2020, and 2020-2021 school years, and that he was
11 not adequately assessed.

12
13 2. The District shall fund independent educational evaluations in the following areas:

- 14 a. speech and language;
15 b. psychoeducation; and
16 c. assistive technology.

17
18 3. The District will convene an IEP team meeting to review the results of the assessments
19 and fund the attendance of the assessors through completion of an IEP.

20
21 4. The District shall provide ██████ with compensatory education in the form of reading,
22 math, written expression, and executive functioning, including a structured literacy
23 program. The District shall also provide ██████ with transportation services to access the
24 compensatory education.

25
26 5. Prospectively, the District shall provide ██████ with an appropriate placement, including
27 in-person specialized academic instruction and a structure literacy program in addition to

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the specialized academic instruction addressing his math and written expression deficits. Further, [REDACTED] requires direct instruction in executive functioning.

6. The District shall provide [REDACTED] with a one-to-one aide to assist in sustaining attention, on-task behaviors, and academics during distance learning and in-person instruction.

7. Student reserves the right to amend these proposed resolutions after receipt of the independent educational evaluations set forth above.

8. The District shall provide Student with such other and further relief, which is unknown to Student at this time, as deemed appropriate by the administrative law judge at the hearing on this matter.

Respectfully submitted,

Christian M. Knox

Christian M. Knox, Attorney for Student

Dated: September 30, 2020

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PROOF OF SERVICE

Case: [Redacted] v. Mendocino Unified School District;
Case No. TBD

I am over the age of eighteen years and not a party to the above action. My business address is 1300 National Drive, Suite 120, Sacramento, California 95834.

On this date, I served a copy of the Special Education Due Process Complaint Notice on the following person(s) via facsimile at the fax number(s) listed below:

Andrea Arenas
Special Education Director/School Psychologist
Mendocino Unified School District
PO Box 1154
Mendocino, CA 95460
Facsimile (707) 937-0714

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct. Executed on September 30, 2020 at Citrus Heights, California.

By: Abigail Poppert
Abigail Poppert

From: Ruderman & Knox

916 563 0114

09/30/2020 16:22

#949 P.015/015

From: OAHSecureFiles@oah.ca.gov
To: Service
Subject: File received Confirmation
Date: Wednesday, September 30, 2020 4:14:12 PM
Attachments: [ATT00001.htm](#)



Office of Administrative Hearings

Your files: Complaint 200930.pdf, have been successfully
uploaded to the Office of Administrative Hearings
SE_OAH.

BEFORE THE
OFFICE OF ADMINISTRATIVE HEARINGS
STATE OF CALIFORNIA

IN THE MATTER OF:

[REDACTED] PARENT(S) ON BEHALF OF [REDACTED]
[REDACTED] STUDENT,

v.

MENDOCINO UNIFIED SCHOOL DISTRICT.

OAH CASE NUMBER 2020100003

**SCHEDULING ORDER SETTING TELEPHONIC PREHEARING
CONFERENCE AND DUE PROCESS HEARING**

OCTOBER 01, 2020

The Office of Administrative Hearings has received a Request for Due Process Hearing for the parties named above. Below are the dates in your case. The Office of Administrative Hearings STRONGLY ENCOURAGES MEDIATION AND THE PROCESS IS DESCRIBED IN THE ATTACHED INFORMATION PACKET. Please read the attached Mediation and Due Process Hearing Information Packet carefully. The packet describes your rights and responsibilities in each step of your case. For questions related to your case you may contact Erica Truong at (619) 525-3712.

**MEDIATION REQUESTS, PREHEARING CONFERENCE MOTIONS AND
PREHEARING CONFERENCE STATEMENTS**

LAST DAY TO FILE: 11/10/2020

This deadline does not include motions with specific statutory timelines. Any motions filed after this due date must show good cause as to why it was not filed timely.

VIDEOCONFERENCE OR TELEPHONIC PREHEARING CONFERENCE

DATE: 11/16/2020 at 10:00AM

PLACE: The Office of Administrative Hearings will conduct the prehearing conference by videoconference or telephone. Instructions for the prehearing conference are included in the Mediation and Due Process Hearing Information Packet sent with this Scheduling Order.

DUE PROCESS HEARING

DATE: 11/24/2020 at 9:30AM

11/25/2020 at 9:30AM

PLACE: The Office of Administrative Hearings will conduct the hearing by videoconference or telephone.

IT IS SO ORDERED.

MARGARET GIBSON

Division Chief Administrative Law Judge

Office of Administrative Hearings

MEDIATION AND DUE PROCESS HEARING INFORMATION PACKET

MEDIATION PROCESS

Mediation is a managed process during which the parties discuss their dispute in an attempt to reach a mutually acceptable resolution. The manager of the process is called the Mediator. The Office of Administrative Hearings, referred to as "OAH," provides trained mediators at no cost to the parties.

The Mediator is neutral and skilled in methods of facilitating effective communication between the parties. In mediation, the parties themselves determine if a resolution is reached, and if so, the terms of their agreement. Mediation in special education cases has produced mutually satisfactory resolutions in the vast majority of cases. OAH strongly encourages participation in mediation. If mediation is unsuccessful, the matter will proceed to the prehearing conference and due process hearing, unless the filing party only requests a mediation in their case.

THE DIFFERENCE BETWEEN MEDIATION AND A DUE PROCESS HEARING

The Mediator helps parties in an informal setting. Offers to settle are kept confidential. Parties control the outcome of the case. A settlement can be implemented right away, and there is less focus on legal arguments and more focus on solutions. A hearing is a formal process. An Administrative Law Judge controls the outcome of the case; and there are no changes to program and services until after the parties receive a written decision by the Administrative Law Judge.

WHAT IS MEDIATION?

The manner in which the mediation is conducted varies somewhat depending on the methods that a particular mediator has found most successful, and the needs of the parties participating in the mediation. Typically, the mediator will begin with their own introductory remarks explaining their role, the roles of the other participants, and the steps that will be followed during the mediation. The introduction will include a discussion of proposed "ground rules" or guidelines to be agreed upon by the parties before engaging in mediation. These guidelines often include an agreement not to interrupt another person while speaking, a promise not to personally attack another party, a commitment to civility and to avoid sarcasm or other counterproductive behavior.

After opening remarks, the Mediator may ask each side to give brief remarks concerning the dispute and what they want as a result of the mediation. It is best to focus remarks in joint session on the solutions each party wishes to reach. The Mediator will next invite parties to begin the most important part of the mediation, the negotiation stage. Most of the mediation will be spent in negotiation with the parties exploring all reasonable options for resolution of the dispute. During this stage, the parties may be together for some time or may meet with the mediator in private. Meeting with the Mediator separately is often called a "caucus."

During the private caucus the parties can discuss the details of their case; what they feel are the strengths of their case; and what concerns they may have with the Mediator. The Mediator will facilitate discussion and exchanges of settlement offers. It is important to tell the Mediator what a party wants to share with the other party and what they want to keep confidential during the negotiations.

CONFIDENTIALITY

By federal and state law, all settlement discussions during mediation are confidential and may not be used by any participant as evidence in a later due process hearing or civil proceeding.

SETTLEMENT AGREEMENT

Once the agreement is signed by the parties, the document becomes a binding contract. Each party signs the agreement and each will receive a copy. The terms of the agreement may be enforced in court or, if the parent believes a school district or other agency is not complying with the agreement, by filing a compliance complaint with the California Department of Education.

REQUIRE MORE INFORMATION

Multiple mediation sessions are generally not required. However, if the parties agree that critical information is not available, they may agree to continue the mediation for a short time to obtain the information. This might include an additional evaluation, an opportunity for parties to observe a proposed placement, or participation by one or more experts in the mediation.

REQUESTING MEDIATION

Parties must ask OAH in writing to schedule mediation. The parties are encouraged to work together to find a mutually acceptable date for mediation. The joint request for mediation must be made in writing to OAH via U.S. mail or [Secure e-File Transfer](#) system at <https://www.applications.dgs.ca.gov/OAH/OAHSFTWeb/Account/Login>. OAH will notify parties within 2 business days as to the status of their requested mediation date.

OAH staff will also contact unrepresented parties to see if they need assistance in scheduling mediation or unrepresented parents or guardians may contact the case manager listed on the scheduling order if they need assistance.

Parties should carefully choose the day for mediation. Requests to cancel mediation without a good reason, may result in a second request for a different date being denied. The parties should notify OAH of any mediation cancellation by noon on Friday the week before the scheduled date or as soon as the need for cancellation arises. If you are cancelling a scheduled mediation a business day prior, you need to CALL your assigned case manager and submit your cancellation in writing to OAH.

Parties may ask to continue the due process hearing or prehearing conference, to participate in mediation. If the requested mediation date is after the currently scheduled hearing date, the parties may request a continuance of the hearing and provide OAH with new proposed dates for the hearing.

You must file the request for continuance with OAH and serve the request on the opposing party. Parties are encouraged to meet and confer as to available dates for the continued due process hearing.

Parties may use the Request to Set Mediation form. The form is not required and parties may submit their requests in a letter or as a motion. The request must be filed with OAH by the due date indicated on the Scheduling Order.

SETTING VIDEOCONFERENCE AND TELEPHONIC MEDIATION PROCEDURES

All special education mediations scheduled with OAH are conducted by videoconference or telephone. Mediations that were previously scheduled for 9:30 AM will now begin at 9 AM and mediations that were previously scheduled for 1:00 PM will

now begin at 1:30 PM. Please review this outline of the process to participate in the mediation by videoconference or telephone:

1. The filing party should be ready at the beginning of the mediation to make a detailed settlement proposal containing each element of their proposed settlement, the cost, proposed vendors or placement locations, if possible, and any other details necessary to start a meaningful settlement discussion. You may ask the Mediator questions, if you would like to know the answers before a proposal can be made. This discussion is done verbally. The Mediator will not share the settlement proposal to the other side(s) until discussing it with you first. **Do not file a settlement proposal with OAH.**
2. The mediation starts with a pre-session where technology is tested to make sure it is working properly. Confidentiality agreements about settlement offers and counter-offers will be discussed and agreements reached before the mediation starts. All parties must be present for those discussions to proceed.
3. OAH is using the Microsoft Teams (MS Teams) software to host mediations in the coming weeks. MS Teams can be used for both video and telephonic conferencing. You will not have to purchase any software to participate. If you have not previously used the MS Teams platform, there are informative videos available like the one at this link from Microsoft:
<https://support.office.com/en-us/article/join-a-teams-meeting-078e9869-f1aa-4414-8bb9-ee88e9236ee4>, to help familiarize yourself with the technology.
 - a. Please provide OAH with your current email addresses and direct telephone numbers for the attorney and all clients participating in the mediation, two business days prior to the scheduled mediation. You may

do this by calling your case manager, calling OAH at 916-263-0880 or using the Secure e-File Transfer (SFT) system.

- b. If joining the mediation by computer, the Mediator will schedule the meeting, and the participants will receive an email invitation. The meeting invitations sent to parties will be: 1) Mediation – this will be the “joint” room that all parties and mediator will be able to meet together, 2) Caucus Rooms – these will be the private meeting rooms for parties and their representatives to meet with or without the Mediator through the course of the mediation; each party will receive an invite to their own private caucus meeting in addition to the Mediation meeting. There may be instances when the Caucus Rooms invitations are not sent to the parties until all parties have joined the Mediation Meeting.
 - i. At the scheduled time of the mediation, click on “Join Microsoft Teams Meeting” for the Mediation Meeting. You will join the main mediation meeting first and the mediator will work to ensure that all parties can then access and move between the Mediation Meeting and their own caucus meeting. If you have not downloaded the MS Teams application in the past, a new screen will open in your browser inviting you to do so. Once the software has been downloaded, click on the downloaded item to open the software. This will automatically connect you to the meeting. Enter your first and last name where indicated. You will see a message informing you that you will be allowed to enter the meeting shortly. The Mediator will open the meeting to you.
 - ii. A similar process will be used to open a separate caucus meeting for each side. Each mediation participant will be required to accept

two meeting invitations for each mediation. The Mediator will be using the computer software to move from joint session to individual discussions in caucus meetings.

- c. If joining the meeting by telephone only, your case manager will be contacting you to provide the call-in numbers and Conference IDs you will need for your mediation. You will receive information for the joint Mediation Meeting as well as for any private caucus meetings to be used.
 - i. At the scheduled time of your mediation, you will call in to the Mediation Meeting first. Upon calling the number, you will hear a welcome message and be instructed to enter the Conference ID number, followed by pound (#). You will then be prompted to record your name, then press pound again. Your recorded name will be played when you join the meeting to alert others that you have joined. The Mediator will work with the parties to determine the most efficient means of connecting for caucuses by telephone.
- d. The same confidentiality rules will apply to telephonic or video conferenced mediations that apply to in-person mediations. There will be no video or audio recording of any mediation processes under any circumstances. The parties may not copy documents by any means, including by cell phone photograph, without the express permission of all parties to the mediation. The mediator will go over the rules of confidentiality prior to the beginning of the mediated discussions.
- e. OAH will continue to provide interpreters as requested by the parties.
- f. The meeting invitations are intended for the sole purpose of connecting parties to the mediation at the scheduled time. Do not reply to any invitation emails, simply use the links to join the meetings. If you need to

communicate any information regarding your case, please contact your case manager, including if you cannot participate in the mediation.

- g. If you feel additional parties or persons should be involved in the mediation, please contact your case manager with that information so that it may be provided to the Mediator when setting up the mediation. The meeting invitations should not be forwarded to other parties unless instructed to do so.

SURVEYS FOLLOWING MEDIATION

The OAH offers an opportunity for feedback from those who participate in mediations and hearings. For those that do participate, you may access our surveys for mediations online or by entering the following address to your internet browser:

<https://forms.office.com/Pages/ResponsePage.aspx?id=sfdF6tcHqEm49TcTbsk4LUCdCtKdVh9li9kTOL4hZwhURFROWTVWVTFDUUxRTIhYQ1U5T1RXRE85RiQIQCN0PWcu>.

PREHEARING CONFERENCE

A prehearing conference is conducted by videoconference or telephone. The Administrative Law Judge, often referred to as ALJ, and the parties discuss and clarify the due process hearing issues, witnesses, and other prehearing matters. The prehearing conference will be initiated by the ALJ.

Each party is required to submit a Prehearing Conference Statement at least 3 business days before the Prehearing Conference with OAH.

The Prehearing Conference Statement shall include:

- Each party's estimate of the time necessary to complete the due process hearing;

- A concise statement of the issues raised in the due process hearing request that remain to be decided at the due process hearing and the proposed resolution of such issues;
- The name of each witness the party may call at the due process hearing, a brief summary of the subject of the expected testimony of the witness, and a description of the issue to which the testimony of the witness relates;
- The name and address of each expert witness the party intends to call at the due process hearing, a brief summary of the opinion that the expert is expected to give, and a description of the issue to which the testimony of the expert relates;
- A list of documentary evidence that the party intends to present, and a description of any physical or demonstrative evidence;
- A list of any subpoenas for witnesses for testimony or documents that have been issued or served; and
- Whether an interpreter or special accommodation at the due process hearing will be needed.

PREHEARING MOTIONS AND CONTINUANCE

All prehearing motions including requests for continuances shall be served upon the opposing party and filed with OAH, Special Education Division. Prehearing motions include motions for continuance, dismissal, stay put, or any other request for a ruling by an ALJ, which affects the rights of the parties. If a party wishes to oppose a motion, such opposition must be received by OAH at the Sacramento location no later than three business days after service of the motion.

Any prehearing motion is due to OAH no later than the date the prehearing conference statements are due or show good cause why it was not possible to file the motion by that date. Absent an order continuing the matter, the prehearing conference statement must be filed, even if there is a pending motion to continue.

If you wish to continue the due process hearing or prehearing conference, you must file your request in writing with OAH. The parties are encouraged to meet and confer as to available dates for the due process hearing. If the parties reach agreement on dates, the form may be used to request new dates; however, you are not required to use the form.

DUE PROCESS HEARING

An impartial AU will conduct the hearing. You have the right to represent yourself or be represented by an attorney. If you represent yourself, you may be accompanied or advised by a person knowledgeable about your child or special education matters.

Issues: The hearing shall be limited to the issues raised in the request for due process, also referred to as a complaint. You will not be permitted to raise other issues unless the other party, or parties, agrees.

Attorney Representation: You must inform the other party, or parties, at least 10 calendar days in advance, if you plan to be represented by an attorney at the hearing.

Evidence: At least five business days before the hearing, you must give the other party a copy of all documents and a list of witnesses that you plan to present at the hearing. Failure to do so may result in the exclusion of your documents and witnesses at the hearing.

The procedure for submitting exhibits to OAH for the hearing is provided in a separate set of instructions. Please see the instructions for CaseLines attached to this order. The process for filing exhibits will also be discussed at the Prehearing Conference and addressed in the Prehearing Conference Order.

HEARING LOCATION

OAH is authorized to conduct due process hearings by videoconference or telephone. (Cal. Code Regs., tit. 5, § 3082, subd. (g).) Based on state and federal guidance to address safety procedures due to the novel coronavirus, COVID-19, OAH will conduct the due process hearing by videoconference. The procedure for participating in the hearing by videoconference is provided in a separate set of instructions. Please see the instructions for using the Microsoft Teams application attached. Unless otherwise ordered, participants are required to appear by videoconference using a webcam and Microsoft Teams.

REQUEST FOR REASONABLE ACCOMMODATION

OAH complies with the Americans with Disabilities Act, the Rehabilitation Act of 1973, the Unruh Civil Rights Act and all laws governing accessibility of government services to persons with disabilities. A party or participant to this case, such as a witness, requiring reasonable accommodation to participate in the mediation or hearing may contact the assigned calendar staff identified above or the OAH Reasonable Accommodation Coordinator at 916-263-0880.

REPRESENTATION

California Education Code section 56502, subdivision (h), provides as follows:
"The Superintendent or his or her designee shall provide both parties with a list of

persons and organizations with the geographical area that can provide free or reduced cost representation or other assistance in preparing for the due process hearing. This list shall include a brief description of the requirement to qualify for the services." This list is available on the OAH website <https://www.dgs.ca.gov/OAH/Case-Types/Special-Education/Services/Page-Content/Special-Education-Services-List-Folder/Free-or-Reduced-Cost-Attorneys-or-Advocates---Lists> or by contacting OAH Sacramento Special Education Division at 916-263-0880.

PEREMPTORY CHALLENGES

California Code of Regulations, title 1, section 1034, subdivisions (a) and (b), provide in pertinent part that, pursuant to Government Code section 11425.40, subdivision (d), a party is entitled to one peremptory challenge, which is a disqualification without cause, of an ALJ assigned to an OAH hearing. A peremptory challenge is not allowed if it is made after the hearing has commenced.

A peremptory challenge must be directed to the Presiding ALJ, served on all parties if made in writing, and filed in compliance with the time requirements in section 1034. If at the time of a scheduled prehearing conference, an ALJ has been assigned to the hearing, any challenge of the assigned ALJ must be made no later than commencement of the prehearing conference. To determine the identity of the Administrative Law Judge who will hear the case contact your case manager listed on the scheduling order or by viewing the [on-line calendar](#) at <https://www.dgs.ca.gov/OAH/Calendars>. Once on this website page just follow the Special Education link to the calendar option.

SETTLEMENT

If the parties reach settlement in the case, OAH must be notified as soon as possible. Notification is to be in writing, but need not include the entire contents of the settlement agreement. It is sufficient to provide a page that identifies the nature of the document and participants and the signature page with each participant's signature. A request for dismissal based on settlement of all issues that is submitted by the party who requested the hearing will also suffice. The matter will remain on calendar and will not be dismissed until OAH receives the proper notification.

If the parties reach a final settlement agreement pending board approval, OAH must be notified in writing as soon as possible. OAH will dismiss the matter 30-days after the board meeting date unless notified otherwise.

If the parties reach settlement and finalize an agreement after hours or need to cancel a mediation at the last minute, they may contact OAH at 916-274-6035 and leave a message. The message needs to say either that "settlement has been reached" or the "mediation needs to be cancelled and that an ALJ will not need to attend" the mediation. Proof of settlement via copy of the signed signature page, stipulation of the parties, or notice of withdrawal from the petitioner should be sent at the same time to Secure e-File Transfer system to OAH. "Last minute" means Monday through Friday between 5:00 PM and 8:00 AM or on a Saturday or Sunday.

SERVICE OF DOCUMENTS

Rather than being served with copies of all documents relevant to your case by U.S. mail, you have the option of having these documents served on you electronically by way of Secure e-File Transfer system to an email address you select.

To select service of documents by way of Secure e-File Transfer system, please complete the consent to electronic service agreement (CESA) form located on our website: <https://www.dgs.ca.gov/OAH/Case-Types/Special-Education/Forms/Consent-to-Electronic-Service-Agreement>

CONTACTING OAH

All documents can be sent via U.S. mail to the Office of Administrative Hearings, Special Education Division, 2349 Gateway Oaks Drive, Suite 200, Sacramento, CA 95833. Documents may also be submitted via Secure e-File Transfer system <https://www.applications.dgs.ca.gov/oah/oahsftweb>. You may reach your case manager, by calling 916-263-0880 or the number provided on your Scheduling Order.

DECLARATION OF SERVICE

OAH CASE NUMBER 2020100003

I, Erica Truong, declare as follows: I am over 18 years of age and am not a party to this action. I am employed by the Office of Administrative Hearings. My business address is 2349 Gateway Oaks Drive, Suite 200, Sacramento, CA 95833. On October 01, 2020, I served a copy of the following documents in the action entitled above:

SCHEDULING ORDER SETTING TELEPHONIC PREHEARING CONFERENCE AND DUE PROCESS HEARING AND GENERAL ORDERS

to each of the persons named below at the addresses listed after each name by the following methods:

Christian Knox
Ruderman & Knox, LLP
service@rudermanknox.com

Andrea Arenas - Special Education Director/School Psychologist
Mendocino Unified School District
44141 Little Lake Rd
P.O. Box
Mendocino, CA 95460

- **Secure e-File Transmission:** Based upon agreement of the parties to accept service through the OAH Secure e-file Transfer System, I caused the documents to be sent to the persons at the email addresses listed above.
- **United States Mail:** I enclosed the documents in a sealed envelope or package addressed to the persons at the addresses listed above, and placed the envelope or package for collection and mailing, in accordance with the Office of Administrative Hearings' ordinary business practices. I am readily familiar with the Office of Administrative Hearings' practice for collecting and processing documents for mailing. Correspondences are deposited in the ordinary course of business with the United States Postal Service in a sealed envelope or package with postage fully prepaid.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct. This declaration was executed at Sacramento, California on October 01, 2020.

DocuSigned by:
Erica Truong
6082E8843C3A44C
Erica Truong, Declarant



SCHOOL & COLLEGE LEGAL SERVICES OF CALIFORNIA

*A Joint Powers Authority
serving school and college
districts throughout the
state.*

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Kaitlyn A. Schwendeman
Loren W. Soukup
Erin E. Stagg

Of Counsel
Ellie R. Austin
Robert J. Henry
Patrick C. Wilson
Frank Zotter, Jr.

October 12, 2020

Christian M. Knox
Ruderman & Knox, LLP
1300 National Drive, Suite 120
Sacramento, CA 95834

Via Email Only
service@rudermanknox.com

Re: [REDACTED] *Parents on behalf of* [REDACTED] *Student, v.*
Mendocino Unified School District
OAH No.: 2020100003
Response to Due Process Complaint

Dear Ms. Knox:

I am writing you on behalf of the Mendocino Unified School District ("District") with regard to the request for due process complaint ("Complaint") filed by and through you as to [REDACTED] ("Student"), which the District received on September 30, 2020.

A response to a complaint ("Response") is required within ten calendar days of receipt of the complaint unless the student has already received prior written notice regarding the subject of the complaint. (20 U.S.C. 1415(c)(2)(B)(i)(I).) This Response is provided in good faith and is based on the information known to date. Nothing in this Response should be construed as an admission of liability or wrongdoing unless expressly so stated. The District reserves the right to amend this Response as additional information becomes known and available. In addition, the District reserves the right to amend this response in the event that an amended complaint is filed. Lastly, the District reserves the right to challenge the sufficiency of the Complaint within the applicable timelines and/or to file a motion to dismiss the Complaint.



ALLEGED ISSUES

The District's understanding is that the following issues are alleged against the District in the Complaint:

Issue 1: The Mendocino Unified School District (the "District") denied [REDACTED] a free appropriate public education (FAPE) during the 2018-2019 school year, including extended school year (ESY), by:

- a. failing to convene an IEP meeting when he was not making adequate progress;
- b. failing to provide goals in all areas of need;
- c. failing to provide adequate accommodations;
- d. failing to provide an appropriate structured literacy program;
- e. failing to provide adequate specialized academic instruction;
- f. failing to provide direct instruction in executive functioning;
- g. failing to offer adequate services during ESY;
- h. failing to provide assistive technology services, equipment, software, and applications; and
- i. failing to timely provide an independent educational evaluation.

The District denies these allegations. On January 16, 2018, an individualized education program ("IEP") meeting was held to conduct an annual review of [REDACTED] IEP. [REDACTED] teachers reported that [REDACTED] participated in most of the grade level English Language Arts ("ELA") curriculum in the general education setting with accommodations and modifications, as needed. In addition, [REDACTED] had been working on his reading fluency and comprehension through a reading program called Read Naturally, which is a structured reading fluency and reading comprehension program that incorporates a writing component that provided him access to the general education curriculum and allowed him to make progress on his IEP goals. In fact, [REDACTED] had met both his reading and writing goals and made excellent progress overall academically. At this time, [REDACTED] did not exhibit behaviors impeding his learning or the learning of others; however, [REDACTED] teachers reported that [REDACTED] can be easily distracted but that frequent prompts



and check-ins to return to task allowed him to get back on track and access the general education curriculum.

The District asserts that [REDACTED] IEP adequately addressed his areas of need. The numerous accommodations, in addition to his services, addressed any concerns with off-task behavior and support for organization and the District strongly disputes that [REDACTED] was not served in all areas of need. The IEP team proposed new IEP goals in the areas of reading, writing, and math, and offered the following services: Specialized Academic Instruction for 315 minutes weekly. Mr. and Mrs. [REDACTED] purportedly expressed to the IEP team that they often act as a scribe for his ELA homework because his handwriting continued to be messy. Mr. and Mrs. [REDACTED] did not need to serve as [REDACTED] scribe as they allege and were not requested by the District to do so. At this time, [REDACTED] was determined not to qualify for extended school year as he had not demonstrated significant regression of his skills following school breaks. Mr. and Mrs. [REDACTED] actively participated in this IEP and provided their consent to implement the IEP.

On January 8, 2019, the District held an IEP meeting to conduct a triennial/annual review of [REDACTED] IEP. The District conducted a psychoeducational assessment of [REDACTED] and the IEP team determined that [REDACTED] continued to meet the eligibility criteria for specific learning disability ("SLD") and that reading, spelling and letter word identification were especially challenging for him, while problem solving skills, writing fluency, math facts fluency and reading comprehension were strengths for him. The IEP team reviewed [REDACTED] annual goals and determined that he met his math goal, made excellent progress toward meeting his writing goal, and did not meet his reading goal as it was based on reading mid-third grade passage and the assessment data identified [REDACTED] independent reading level as mid-first grade.



The IEP team reviewed the assessment results and determined that [REDACTED] required goals in the following areas to meet his needs: reading fluency, spelling, math, written language, and work completion/behavior. The District offered the following services: Specialized Academic Instruction for 315 minutes weekly. The District also offered two additional accommodations: copy of class notes provided by teachers and scribe/dictation for speech to text. The District also offered [REDACTED] ESY services as Ms. [REDACTED] stated she was interested in ESY services for [REDACTED]. Ms. [REDACTED] also requested an independent assessment from the Diagnostic Center, which the District agreed to. Ms. [REDACTED] was not cooperative in completing the paperwork to complete the Diagnostic Center assessment and ultimately the assessment did not move forward. Mr. and Mrs. [REDACTED] actively participated in this IEP and provided their consent to implement the IEP.

On May 13, 2019, an IEP meeting was held to update [REDACTED] services, accommodations and modifications in light of his transition to middle school. The District offered specialized academic instruction for 323 minutes weekly, which included one support class and three additional sessions during Advisory and Health classes. In addition, the IEP team added the accommodation of "access to audio books for textbooks and classroom books." Mr. and Mrs. [REDACTED] actively participated in this IEP and provided their consent to implement the IEP.

Accordingly, no denial of FAPE occurred.

Issue 2: The District denied [REDACTED] a FAPE during the 2019-2020 school year, through the ESY, by:

- a. failing to implement his IEP;
- b. failing to provide goals in all areas of need;
- c. failing to provide adequate accommodations;
- d. failing to provide an appropriate structured literacy program;
- e. failing to provide adequate specialized academic instruction;
- f. failing to provide direct instruction in executive functioning;
- g. failing to offer adequate services during ESY;

- h. failing to provide assistive technology services, equipment, software, and applications;**
- i. failing to timely provide an independent educational evaluation; and**
- j. failing to provide adequate services during distance learning.**

The District denies these allegations. On June 17, 2019, and August 29, 2019, IEP meetings were held to discuss ██████████ transition to middle school. At the August 29, 2019, IEP meeting ██████████ general educational teacher reported that ██████████ was doing great in his class and that he has an aide present in general education to provide additional support to ██████████ and other students. ██████████ teachers offered/suggested that ██████████ take a picture of the assignments on the board instead of writing them down and use a speech to text or voice recorder to record assignments as an accommodation. ██████████ special education teacher worked with ██████████ on how to use Google voice to text and Bookshare text to voice options, which were accommodations provided to ██████████ as discussed in the IEP meeting. Mr. and Mrs. ██████████ actively participated in this IEP and provided their consent to implement the IEP.

On December 17, 2019, an IEP meeting was held to conduct an annual review of ██████████ IEP. The IEP team reviewed ██████████ present levels and progress on his annual goals. ██████████ met his reading/fluency goal and made excellent progress in this area. ██████████ made great progress in his spelling goal, although he did not quite meet it (65% as opposed to 80%). ██████████ met his mathematics, written language, work completion/behavior, and independent reading goals. Overall, ██████████ made excellent progress and Ms. ██████████ acknowledged to the team that she thought he was successful with the supports he was getting. The IEP team discussed and proposed goals in the following areas: reading fluency, written language, mathematics, on-task behavior. The District continued to offer numerous accommodations, including access to audio books for textbooks and classroom books, access to a Chromebook and ability to take pictures



with his phone of important information on the board. The District offered specialized academic instruction for 60 minutes daily. Mr. and Mrs. [REDACTED] actively participated in this IEP and provided their consent to implement the IEP.

On April 24, 2020, an IEP meeting was held to address a change of placement to independent study (distance learning) due to school closures for COVID-19. The District's FAPE offer beginning on March 16, 2020, was: provide supplemental curriculum in reading, writing and math to support the general education curriculum, consultation from the resource teacher via video/phone conference three times per week for a total of 60 minutes weekly. The IEP team also discussed that when school is back in session, the IEP team would reconvene to specifically address whether [REDACTED] had made expected progress on his IEP goals during the school closure, and if not, what compensatory education would be needed.

On June 4, 2020, an IEP meeting was held to finalize ESY and to discuss Parents' concerns. [REDACTED] special education teacher advised the team that he and [REDACTED] were doing sessions via distance learning multiple times per week and that [REDACTED] is able to be productive for 30-40 minutes ideally. Both of [REDACTED] general education teachers reported that they had seen good growth from [REDACTED] during in-person instruction and noticed an improvement in his academic skills; however, it had been difficult to assess his progress during distance learning. The District offered 900 minutes of specialized academic instruction during ESY to support his progress on his IEP goals. Ms. [REDACTED] actively participated in this IEP and provided their consent to implement the IEP.

Accordingly, no denial of FAPE occurred.

Issue 3: The District denied [REDACTED] a FAPE during the 2020-2021 school year, through the date of hearing, by:



- a. failing to implement his IEP;
- b. failing to provide goals in all areas of need;
- c. failing to provide adequate accommodations;
- d. failing to provide an appropriate structured literacy program;
- e. failing to provide adequate specialized academic instruction;
- f. failing to provide direct instruction in executive functioning;
- g. failing to offer adequate services during ESY;
- h. failing to provide assistive technology services, equipment, software, and applications;
- i. failing to timely provide an independent educational evaluation; and
- j. failing to provide adequate services during distance learning.

The District denies these allegations. On October 2, 2020, an IEP meeting was held to discuss [REDACTED] progress as he transitioned to 7th grade and to address Parents' concerns.

[REDACTED] general education and special education teachers reported that [REDACTED] was making wonderful progress on his IEP goals. [REDACTED] general education teacher reported that [REDACTED] is navigating Google classroom and had turned in all of his work that had been assigned to [REDACTED]. [REDACTED] special education teacher, Josh Potter, reported that he was very impressed with how [REDACTED] was doing and that he was seeing maturity and growth in [REDACTED]. Mr. Potter reported he discussed with Ms. [REDACTED] at the beginning of the school year that he would be willing to meet with [REDACTED] in-person, even though in-person classes had not resumed, from 2:00 p.m. to 3:00 p.m. on Monday, Tuesday, Thursday, and Friday, which Ms. [REDACTED] declined due to her concern that [REDACTED] would be fatigued. Mr. Potter again recommended that he meet with [REDACTED] in person for 60 minutes per day from 2:00 p.m. to 3:00 p.m. on Monday, Tuesday, Thursday, and Friday, and from 11:30 a.m. to 12:30 p.m. on Wednesday. Ultimately, the District offered what Mr. Potter was suggesting. Mr. Potter also addressed the accommodations he provides to [REDACTED] such as the scribe feature in Google docs and Zoom and the speech-to-text feature, which has allowed [REDACTED] to write a paragraph and edit it independently recently. Mr. and Mrs. [REDACTED] along with their advocate, appeared to accept the offer of FAPE but requested in addition specialized



transportation due to Parents' work schedule. The District declined to offer specialized transportation on the basis that [REDACTED] disability does not qualify him for specialized transportation. Mr. and Mrs. [REDACTED] have not provided their written consent to implement this IEP.

Accordingly, no denial of FAPE occurred.

Issue 4: The District failed to adequately assess [REDACTED] in all areas of suspected disability by:

- a. failing to conduct a speech and language assessment;
- b. failing to conduct an adequate psychoeducational evaluation; and
- c. failing to conduct an assistive technology assessment.

The District denies this allegation. The District assessed [REDACTED] in all areas of suspected disability, and the assessments were appropriate and legally compliant. The assessments provided the IEP team with enough information to determine [REDACTED] continued eligibility and to develop an IEP that addressed his needs. Accordingly, no denial of FAPE occurred.

REQUESTED REMEDIES

Accordingly, because the District complied with all relevant Federal and state special education laws during the relevant time periods, Student should not receive his requested remedies.

Sincerely,

Monica D. Batanero, Senior Associate General Counsel
School & College Legal Services of California

cc: Jason Morse, Superintendent, MUSD
Andrea Arenas, Special Education Director/School Psychologist, MUSD

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PROOF OF SERVICE

I declare that:

I am a citizen of the United States and a resident of the County of Sonoma. I am over the age of eighteen years and not a party to the within action; my business address is 5350 Skylane Blvd., Santa Rosa, CA 95403.

On the date set forth below, I served the attached **Response to Due Process Complaint re: [REDACTED], Parents on behalf of [REDACTED], Student, v. Mendocino Unified School District, OAH No.: 2020100003**, on the interested parties in said action, by placing a true copy thereof as indicated below, addressed as follows:

Christian M. Knox
Ruderman & Knox, LLP
1300 National Drive, Suite 120
Sacramento, CA 95834
Via Email Only: service@rudermanknox.com

(X) **BY ELECTRONIC MAIL:** I emailed a copy of the document(s) to the addressee(s) at the email address listed above.

On this same date, I filed the above-referenced document in the manner stated below:

Margaret Gibson, Presiding Judge
Office of Administrative Hearings
Special Education Division
2349 Gateway Oaks Drive, Suite 200
Sacramento, CA 95833-4231

(X) **OAH Secure e-File:** I caused the document(s) to be uploaded and transmitted via the Office of Administrative Hearings "Secure e-File Transfer."

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Executed on October 12, 2020, at Santa Rosa, California.

Tracy D. Church

Tracy D. Church

SCLS Service

From: OAHSecureEFile@dgs.ca.gov
Sent: Monday, October 12, 2020 4:21 PM
To: service@sclsca.org
Subject: File received Confirmation



**Office of
Administrative Hearings**

Your files: 2020-10-12 [REDACTED] - Response.pdf, have been successfully uploaded to the Office of Administrative Hearings SE_OAH.

BEFORE THE
OFFICE OF ADMINISTRATIVE HEARINGS
STATE OF CALIFORNIA

STUDENT'S NAME: [REDACTED]

DISTRICT: MENDOCINO UNIFIED SCHOOL DISTRICT

OAH CASE NUMBER 2020100003

ORDER GRANTING JOINT REQUEST FOR
VIDEOCONFERENCE MEDIATION AND CONTINUANCE OF
DUE PROCESS HEARING

OCTOBER 21, 2020

On September 30, 2020, Parents on behalf of Student filed with the Office of Administrative Hearings a Due Process Hearing Request, referred to as a complaint, naming Mendocino Unified School District. The Office of Administrative Hearings is referred to as OAH. On October 20, 2020, the parties filed a Joint Request to Schedule Videoconference Mediation and Continue Due Process Hearing. The joint request is timely and is granted. The dates are scheduled as follows:

MEDIATION DATE is November 20, 2020, from 9:00 AM to 4:30 PM. The mediation will occur via telephone or video. Please see attached Order Setting Telephonic and Video Mediation Procedures.


PREHEARING VIDEOCONFERENCE will be held on December 4, 2020, at 1:00 PM.

DUE PROCESS HEARING BY VIDEOCONFERENCE will be held on December 15 through 17, 2020. The hearing shall begin at 9:30 AM each day and generally end at 3:30 PM, unless otherwise ordered.

PARTICIPANT INFORMATION SHEETS FOR MEDIATION AND PREHEARING CONFERENCES MUST BE FILED TWO BUSINESS DAYS PRIOR TO THE DATE OF THE SCHEDULED EVENT.

Prehearing conference statements and motions are due to OAH no later than three business days before the prehearing conference or with a showing of good cause why it was not possible to file the motion by that date.

IT IS SO ORDERED

DocuSigned by:

E 658813A1A1454

Jennifer Kelly

Administrative Law Judge

Office of Administrative Hearings

DECLARATION OF SERVICE

OAH CASE NUMBER 2020100003

I, Erica Truong, declare as follows: I am over 18 years of age and am not a party to this action. I am employed by the Office of Administrative Hearings. My business address is 2349 Gateway Oaks Drive, Suite 200, Sacramento, CA 95833. On October 21, 2020, I served a copy of the following documents in the action entitled above:

ORDER GRANTING JOINT REQUEST FOR MEDIATION AND CONTINUANCE OF DUE PROCESS HEARING

to each of the persons named below at the addresses listed after each name by the following methods:

Christian Knox
Ruderman & Knox, LLP
service@rudermanknox.com

Monica Batanero
School and College Legal Services of CA
service@sclscal.org

- **Secure e-File Transmission:** Based upon agreement of the parties to accept service through the OAH Secure e-file Transfer System, I caused the documents to be sent to the persons at the email addresses listed above.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct. This declaration was executed at Sacramento, California on October 21, 2020.

Erica Truong

Erica Truong, Declarant

COMPROMISE AND RELEASE AGREEMENT

OAH No 2020100003

This Final Compromise and Release Agreement ("Agreement") is entered into by [REDACTED] and [REDACTED] ("Parents") on behalf of [REDACTED] ("Student"), their minor son/daughter, over whom they hold full legal and physical custody, and the Mendocino Unified School District ("District"), hereinafter collectively referred to as the "Parties." No other parties, agents, agencies, or individuals are beneficiaries or parties to this Agreement. In consideration of the promises made herein, the Parties agree as follows:

1. Nature and Status of Dispute

- 1.1. Parents and Student reside within the boundaries of the District. Student is eligible for special education and related services under the eligibility category of Specific Learning Disability.
- 1.2. A request for a special education due process hearing ("Complaint"), OAH No. 2020100003, was filed on behalf of Student on or about September 30, 2020, alleging that the District failed to provide Student with a Free Appropriate Public Education ("FAPE"), both procedurally and substantively.
- 1.3. The District denies all allegations raised in Student's Complaint. The District asserts that it has, at all times, acted in accordance with the Individuals with Disabilities Education Act ("IDEA") with regard to Student and offering a FAPE, both procedurally and substantively.
- 1.4. The purpose of this Agreement is to fully and finally resolve any and all claims with Parents on behalf of Student through the effective date of this Agreement. It does not, nor should it be construed as, an admission of liability for any purpose. The services and/or reimbursements that the district agrees to provide through this Agreement do not constitute, and shall not be construed as, an admission of what is FAPE for Student.

2. Actions to Resolve Dispute and Consideration for the Release and Waiver Below:

- 2.1. The District agrees to establish a compensatory education fund ("Fund") in the total amount of twelve thousand dollars (\$12,000), which can be used to fund educationally related services provided to Student between the effective date of this Agreement and June 30, 2022. The Fund may be used to provide the following educationally related services provided by a qualified and credentialed provider: academic tutoring.
 - 2.1.1. Upon Parents providing the District Superintendent with a written request for the District to enter into a contract with an appropriately qualified service provider for the provision of educationally related services, the District shall take the necessary actions to enter into a contract with the service provider within ten (10) business days. It shall not be considered a breach of this Agreement if the District attempts to contract with the requested service provider but the service provider is nonresponsive, delayed in response time, or unwilling to agree to the District's terms. The written request provided to the District Superintendent for requests to contract with a service provider must include all of the following information: the name, phone number, and email address of the education services provider; a description of services; the costs of the services; and the term of the services. Additionally, Parents must provide documentation that any service provider who is not associated with a nonpublic agency is qualified to provide the requested services.
 - 2.1.2. Parents agree to hold the District harmless for any liability, damage to person or property, or legal claims that may result from the acts or omissions of Parents or Student, acts or omissions of service providers or vendors, or from any actions or omissions of any officers, agents, or employees of the same associated with Student's service providers and vendors described in this Agreement related to the provision of education services.

- 2.2. The District agrees to fund an Independent Educational Evaluation (“IEE”) in the area of Psychoeducational, at a maximum cost of six thousand dollars (\$6,000), inclusive of travel, report writing, and IEP attendance. The District will review and consider the IEE at an IEP meeting within thirty (30) days of receipt of the assessment report. The Parties anticipate that this IEE will be completed by March 15, 2021. Parents and the District will work collaboratively to identify a mutually agreed-upon assessor to conduct this assessment should Dr. Solomon not be available.
- 2.3. The District agrees to assess Student in the areas of speech and language and assistive technology. Parents agree to consent to the aforementioned assessments as memorialized in the attached Assessment Plan, labeled “Exhibit A.” Parents reserve their right to request an Independent Educational Evaluation if they disagree with the aforementioned assessments.
- 2.4. If Parents relocate outside the jurisdictional limits of the District during the term of this Agreement, then Parents must immediately notify the District Superintendent of the move. In addition, if requested by the District, which may occur no more often than once per quarter, Parents shall provide proof of residency (in accordance with District Administrative Regulation 5111.1) to the District Superintendent within ten (10) calendar days. .
- 2.5. The District agrees to pay reasonable attorneys’ fees related to this matter in an amount not to exceed five thousand five hundred dollars (\$5,500). Any attorneys’ fees shall be paid by check to “Client Trust Account of Ruderman and Knox” and mailed through U.S. postal mail to 1300 National Drive, Suite 120, Sacramento, CA 95834. All requests for payment under this section must be made within thirty (30) calendar days of the effective date of this Agreement to counsel for the District. Payment will be made within forty-five (45) calendar days following the receipt by Counsel for the District of a standard accounting of the Parents’ attorneys’ fees and completed state (CA-590) and federal (W-9) tax forms. The detailed accounting for attorneys’ fees should provide: the hourly rate of each attorney and/or paralegal; dates and times services were provided; amount of service provided for each time and date; and a description of the services provided (with redactions for attorney-client privileged information) for each time and date.
- 2.6. This Agreement will not be effective until approved by the District Board of Trustees. The District Superintendent will present this Agreement for approval at the District’s December 14, 2020, Board of Trustees meeting. District counsel will notify Parents’ counsel within three business days of the decision of the Board of Trustees. Counsel for Parents agrees to withdraw OAH Case No. OAH No 2020100003, with prejudice, within three (3) business days after notification of approval by the Board of Trustees.

3. Release and Discharge

Parents, on behalf of Student and anyone acting on behalf of Parent and/or Student, agrees to release the District, its past and present officials, employees, trustees, successors, predecessors, assigns, agents, attorneys, consultants, affiliates and representatives from any and all education matters, claims, obligations, actions, judgments, damages, liabilities, demands, complaints, and causes of action relating to Student’s educational program and services through and to the effective date of this Agreement. This release includes, but is not limited to, all claims and issues raised in OAH Case No. OAH No 2020100003, and all claims and issues raised or that could have been raised, under the IDEA, IDEA implementing regulations, related California special education law and regulations, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), the Americans with Disabilities Act (“ADA”), and Title 42 of the United States Code Section 1983, Unruh Civil Rights Act, and the California Government Code, and any and all other education claims that Parents may potentially hold against the District through the

effective date of this Agreement.

4. Unknown Claims

Paragraph 3 of this Agreement applies to all special education and/or civil rights claims for injuries, damages, claims, or losses related to Student's educational program and services through the date of this Agreement, regardless of whether those injuries, damages, claims, or losses are currently known, foreseen, or unforeseen. Unknown personal injury claims are not included in Paragraph 3 to this Agreement.

4.1. Parents agree to waive the application of California Civil Code section 1542 as it applies to this Agreement.

4.2. Parents certify that they have read and have had the opportunity to consult with an attorney regarding any and all questions they may have about the following provision of California Civil Code section 1542 as it applies to the issues described in Paragraph 1 ("Nature and Status of Dispute"), through the effective date of this Agreement, herein:

"A general release does not extend to claims that the creditor or releasing party does not know or suspect to exist in his or her favor at the time of executing the release and that, if known by him or her, would have materially affected his or her settlement with the debtor or released party."

[Redacted Signature] (Parent's initials)

[Redacted Signature] (Parent's initials)

4.3. Parents understand and acknowledge the significance and consequence of this waiver of California Civil Code section 1542 as it applies to this Agreement, as follows:

4.3.1. Parents may have additional claims arising or occurring through the date of full execution of this Agreement, of which they are not now aware;

4.3.2. Parents may not make a further demand for any such claims, fees or costs; and

4.3.3. Parents extend the waiver to include now unknown or later discovered claims, fees or costs arising or occurring through the effective date of this Agreement.

5. Attorney Fees

Other than as provided for in Paragraph 2 of this Agreement, the Parties agree to bear their own attorney's fees and costs, including the cost of expert witnesses. The Parties further agree that no party shall be deemed a prevailing party for any purpose with respect to matters up to and including the execution of this Agreement and through the date of this Agreement.

6. Advice of Attorney

The Parties warrant and represent that, in executing this Agreement, they have relied upon advice from the attorney of their choice; that the terms of this Agreement have been read and its consequences (including risks, complications, and costs) have been completely explained to them by that attorney; and that they fully understand the terms of this Agreement. They further acknowledge and represent that, in executing this Agreement, they have not relied on any inducements, promises, or representations other than those stated in this Agreement.

7. Conditions of Execution

Each party to the Agreement acknowledges and warrants that each party's execution of this Agreement is free and voluntary.

8. Execution of Other Documents

Each party to this Agreement shall cooperate fully in the execution of any and all other documents and the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of this Agreement.

9. Breach

If either party alleges that the other party has breached the terms of this agreement, the following will occur:

- 9.1. The non-breaching party will notify the other party, in writing, of the specific alleged breach.
- 9.2. The alleged breaching party must respond in writing, within 10 business days, indicating their position concerning the breach, including the steps the party will take to cure the alleged breach.
- 9.3. If the non-breaching party continues to assert that a breach exists after the other party's attempt to cure the alleged breach, that party may file an action in a court of competent jurisdiction or administrative agency.
- 9.4. The prevailing party in an action before a court of competent jurisdiction or administrative agency regarding an allegation of breach is entitled to recover attorney's fees and related costs associated with the action.

10. Non-admission

This Agreement is not, and shall not be construed as, an admission of liability, fault or wrongdoing of any kind by Parent or the District. No party shall be deemed to be a prevailing party for any purpose with respect to claims released in this Agreement.

11. Governing Law and Forum

This Agreement is entered into, and shall be construed and interpreted in accordance with the state and federal special education laws and the laws of the State of California and the United States. This Agreement is entered into pursuant to provisions of the IDEA at 20 U.S.C. § 1415(e). Venue for any dispute arising out of the interpretation or enforcement of this Agreement shall be in the Superior Court of the County of Mendocino, California and in no other place or forum.

12. Severability

If any provision of this Agreement is held to be invalid or unenforceable by a court of competent jurisdiction, that determination shall not invalidate or render unenforceable any other provision of this Agreement.

13. Integration

This Agreement constitutes the final, complete, and exclusive statement of the terms of the agreement between the parties regarding the subject matter of this Agreement and supersedes all prior written or

oral understandings or agreements of the parties. The Agreement may not be altered or amended in any respect except by a writing signed by each party.

14. Negotiated Agreement

The text of this Agreement is the product of negotiation among the Parties and is not to be construed as having been prepared by any specific party.

15. Implementation and Confidentiality

By their signatures, the parties acknowledge that they will carry out the terms of this Agreement, which shall be maintained as a confidential document by all parties except as required by law. Specifically, Parents shall not share the terms of this Agreement with anyone except the Parents' legal counsel or their accountants. However, for the limited purpose of resolving questions of implementation and enforcement of the Agreement, the parties mutually consent to disclosure and admissibility of this Agreement. This Agreement may be disclosed for the purpose of obtaining providers to contract with the District for the purposes of implementation of paragraph 2.1. If Parents or District violate the confidentiality of this Agreement, then this will constitute a breach as described in Paragraph 9 of this Agreement.

16. Signatures in Counterpart

This Agreement may be signed in counterparts, such that signatures appear on separate signature pages. An electronic or facsimile copy of signature is deemed an original signature for purposes of this Agreement. A copy or original of this document with all signature pages appended together shall be deemed a fully executed Agreement.

17. Effective Date

The effective date of this Agreement shall be that date upon which the Agreement is fully executed by all parties and approved by the Governing Board.

Dated: 11/20/2020

[Redacted]
By [Redacted] _____
[Redacted] Parent

Dated: 11/20/2020

By [Redacted] _____
[Redacted] Parent

MENDOCINO UNIFIED SCHOOL DISTRICT

Dated: 11/20/2020

DocuSigned by:
By Jason Morse _____
Jason Morse, Superintendent

Approved as to Form and Content:

RUDERMAN AND KNOX

Dated: 11/20/2020

DocuSigned by:
By: Christian Knox
Christian Knox, Attorney(s) for Parents and Student

SCHOOL AND COLLEGE LEGAL SERVICES OF CALIFORNIA

Dated: 11/20/2020

DocuSigned by:
By: Monica Batanero
Monica D. Batanero, Attorneys for District

BEFORE THE
OFFICE OF ADMINISTRATIVE HEARINGS
STATE OF CALIFORNIA

IN THE MATTER OF:
PARENT ON BEHALF OF STUDENT,

v.

MENDOCINO UNIFIED SCHOOL DISTRICT.
OAH CASE NUMBER 2020100003

ORDER VACATING DATES

NOVEMBER 20, 2020

On November 20, 2020 the parties provided proof that they had entered into a settlement agreement outside of mediation that was contingent on school board approval. It is anticipated that the settlement agreement will be discussed at the next school board meeting on December 14, 2020. Accordingly, all dates are vacated and this matter will be dismissed 30-days after your scheduled board meeting.

If the settlement is not considered at the scheduled Board meeting, the parties are to promptly notify the Office of Administrative Hearings. Otherwise, the Office of Administrative Hearings will close the case and issue a notice of dismissal.

MARGARET GIBSON

Division Chief Administrative Law Judge

Office of Administrative Hearings

DECLARATION OF SERVICE

OAH CASE NUMBER 2020100003

I, Erica Truong, declare as follows: I am over 18 years of age and am not a party to this action. I am employed by the Office of Administrative Hearings. My business address is 2349 Gateway Oaks Drive, Suite 200, Sacramento, CA 95833. On November 20, 2020, I served a copy of the following documents in the action entitled above:

ORDER VACATING DATES

to each of the persons named below at the addresses listed after each name by the following methods:

Christian Knox
Ruderman & Knox, LLP
service@rudermanknox.com

Monica Batanero
School and College Legal Services of CA
service@sclscal.org

- **Secure e-File Transmission:** Based upon agreement of the parties to accept service through the OAH Secure e-file Transfer System, I caused the documents to be sent to the persons at the email addresses listed above.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct. This declaration was executed at Sacramento, California on November 20, 2020.

Erica Truong

Erica Truong, Declarant

Mendocino Unified School District



Agenda

Regular Board Meeting

DECEMBER 14, 2020

**MENDOCINO K-8 SCHOOL
44261 LITTLE LAKE ROAD
MENDOCINO, CA 95460**

4:00 P.M. CLOSED SESSION - VIA TELECONFERENCE

(Closed Session Public Hearing - Link on page 2)

5:00 P.M. OPEN SESSION - VIA TELECONFERENCE

Join Zoom Meeting

<https://zoom.us/j/95823804585?pwd=UFO0cGZMb3FMTzUrUldOeDNHV0NBUT09>

Meeting ID: 958 2380 4585 Passcode: V92xfV

Dial by your location

+1 669 900 9128 US (San Jose)

Meeting ID: 958 2380 4585 Passcode: 233939

Please "mute" your device during the meeting.

MUSD is not available for technical support for remote meetings.

If the public wishes to make a comment regarding any closed session item before the Board adjourns to closed session, please email JMorse@mcn.org

Board Priorities

- *Develop and expand community partnerships and communication*
- *Increase learning and achievement for all students, families, and staff*
- *Plan wisely for the future while maintaining fiscal integrity*
- *Maintain and improve the physical plant*

Any writings distributed either as part of the Board packet, or within 72 hours of a meeting, can be viewed at the District Office: 44141 Little Lake Road, Mendocino, CA 95460. Board backup materials are also located on the MUSD website at <http://www.mendocinoused.org/District/2285-Untitled.html>

In compliance with Government Code section 54954.2(a) Mendocino Unified School District will, on request, make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability related modification or accommodation in order to participate in the meeting should contact, Erin Placido Exec. Assistant to the Superintendent, in writing at P.O. Box 1154, Mendocino, CA 95460 or via email at doerin@mcn.org.

MENDOCINO UNIFIED SCHOOL DISTRICT IS PROUD TO BE AN EQUAL OPPORTUNITY EMPLOYER

1. 4:00 P.M., CLOSED SESSION CALL TO ORDER AND ROLL CALL

- 1.1. Call to order and roll call
- 1.2. The President will verbally identify the agenda items to be discussed during closed session as listed below.

2. PUBLIC HEARING FOR CLOSED SESSION

Members of the public may take this opportunity to comment on closed session agenda items per Board Policy 9322. Under the requirements of the Brown Act open meeting law, members of the community wishing to address an item on the closed session agenda may do so at this time. Items not on the agenda cannot be addressed at this time. A three-minute limit is set for each speaker on all items. The total time for public input on each item is limited to 20 minutes. (Government Code 54954.3).

<https://zoom.us/j/96418322633?pwd=Y0VPOHZPT3JOZjVySE45bjk2RDhXZz09>

Meeting ID: 964 1832 2633 Passcode: 9fADsc

Dial by your location: +1 669 900 9128 US (San Jose) Meeting ID: 964 1832 2633 Passcode: 470770

3. CLOSED SESSION

The Board will adjourn to closed session pursuant to Government Code 54950 - 54962.

- 3.1. Conference with labor negotiators (Govt. Code 54957.6) Agency Representative: Superintendent Jason Morse
Employee organizations: CEMUS and MTA bargaining units and unrepresented employees
- 3.2. Employment/Personnel Changes
- 3.3. Conference with Legal Counsel – Existing Litigation (Govt. Code 54956.9):
OAH Case No. 2020100003
- 3.4. Public Employee Discipline/Dismissal/Release (Govt. Code 54957)

4. 5:00 P.M. RECONVENE TO OPEN SESSION

- 4.1. Call to order and roll call
- 4.2. Closed session disclosure
Any reportable action taken during closed session will be disclosed at this time.
- 4.3. Approval of agenda
Items to be removed from the agenda or changes to the agenda should be done at this time.

5. 5:00 P.M. PUBLIC HEARING – RESOLUTION REGARDING THE ACCOUNTING OF DEVELOPER FEES FOR THE 2019-2020 FISCAL YEAR.

At this time the Board will accept public comments regarding the accounting of developer fees for Fiscal Year 2019-20.

6. CONSENT AGENDA

Items on the consent agenda are passed in one motion without discussion. Any item may be pulled from the consent agenda by any member of the Board and moved to action when approving the agenda. (action)

- 6.1. Approval of Warrants
6.1.1. 11/13/20, 11/19/20
- 6.2. Approval of Minutes
6.2.1. Board Meeting Minutes: 11/19/20
- 6.3. Approval of Employment/Personnel Changes
6.3.1. Accept Resignation, Speech & Language Pathologist, .80 FTE, effective 12/31/20

- 6.4. Approval of the Current Budget Change Report
- 6.5. Approval of Student Body Reports – October & November 2020
- 6.6. Final Approval of Board Policy/Administrative Regulation/Exhibits
 - 6.6.1. BP/AR 1340.0: Access to District Records (community relations)
 - 6.6.2. BP/AR 4113.0: Assignment (personnel)

7. REPORTS

- 7.1. Student Trustee – Olivia Jung
- 7.2. Administrative
 - 7.2.1. Principal – Tobin Hahn
 - 7.2.2. Superintendent – Jason Morse
- 7.3. Bargaining Units
 - 7.3.1. Mendocino Teachers Association (MTA)
 - 7.3.2. Classified Employees of Mendocino Unified Schools (CEMUS)
- 7.4. Board Trustee Reports

8. TIMED ITEM 5:30 P.M. - PARENT/COMMUNITY COMMENT

Items not on the agenda, but within the jurisdiction of this body, may be addressed at this time or be submitted to the Superintendent in writing for Board consideration as an agenda item. A three-minute limit is set for each speaker on all items. The total time for public input on each item is limited to 20 minutes (Government Code 54952). The Brown Act does not permit the Board to take action on any item that is not on the agenda. In addition, in order to protect the rights of all involved, complaints about employees should be addressed through the District complaint process. Speaking about a personnel issue at a Board meeting may prevent the Board from being able to act on it. Please see an administrator to initiate the complaint process.

The Board may briefly respond to public comments by asking questions to clarify the speaker's comments and refer the speaker to the Superintendent for further clarification. We thank you for your comments and participation at this meeting.

9. INFORMATION/DISCUSSION/POSSIBLE ACTION ITEMS

- 9.1. Board Organizational Meeting
 - The Board is required to hold an annual organizational meeting (BB 9100 attached) whereby it appoints Board representatives to various assignments and designated committees. These actions are required by law.
 - 9.1.1 Swearing in of Elk, Caspar and Comptche Trustees (action)
 - 9.1.2 Board elections for President, Clerk, and official appointment of the Superintendent as Secretary to the Board (action)
 - 9.1.3 Selection of Board Trustee appointments to committees (action)
 - Previous committees which Board members have participated on have been: Board Facilities Committee (two Trustees), Board Finance Committee (two Trustees plus an alternate), Superintendent's MCN Advisory Committee (two Trustees), MECCA (Board President), and Superintendent's Policy Committee (two Trustees) (action)
- 9.2. Approval of the 2021-22 MUSD Board Calendar (action)

- 9.3. Approval of the 2021-22 MUSD Board Action Calendar (action)
This calendar is a summary of routine and legally required agenda items and the approximate month they need to take place (action)
- 9.4. MUSD First Interim Budget Report
Jason Fruth, Business Manager, will present the MUSD 2020-21 First Interim Budget Report to the Board for review and approval (action)
- 9.5. 2020-21 School Year Reassessment
District Admin will provide the Board with information relating to the processes the sites and District are discussing as it relates to distance learning and alternative learning options. The Board will revisit the decision made at the Board Meeting on October 15, 2020 wherein the Board moved and approved to "to continue with the current distance learning model through the end of the semester with the Board revisiting the decision at the December Board meeting" (action)
- 9.6. Approval of Resolution 2020-19 regarding accounting of Developer Fees for Fiscal Year 2019-20 (action)
- 9.7. Board Policies and Administrative Regulations (as a first reading) (action)
 - 9.7.1. BP/AR 5145.3: Nondiscrimination/Harassment (students)
 - 9.7.2. BP/AR 6174: Education for English Learners (Instruction)
 - 9.7.3. BP/AR 4119.11, 4219.11, 4319.11: Sexual Harassment (personnel)
 - 9.7.4. AR 4119.12, 4219.12, 4319.12: Title IX Harassment Complaint Procedures (personnel)
 - 9.7.5. BP/AR 5145.7: Sexual Harassment (students)
 - 9.7.6. AR 5145.71: Title IX Sexual Harassment Complaint Procedures (students)

10. FUTURE AGENDA ITEMS

2019-20 Audit Report, Cafeteria Financial Report, SARC's, Strategic Plan Update

11. ADJOURNMENT

The next Board meeting is scheduled for **January 21, 2021**.

Mendocino Unified School District



MINUTES

Regular Board Meeting

DECEMBER 14, 2020

**MENDOCINO K-8 SCHOOL
44261 LITTLE LAKE ROAD
MENDOCINO, CA 95460**

4:00 P.M. CLOSED SESSION - VIA TELECONFERENCE

(Closed Session Public Hearing - link on page 2)

5:00 P.M. OPEN SESSION - VIA TELECONFERENCE

Join Zoom Meeting

<https://zoom.us/j/95823804585?pwd=UFO0cGZMb3FMTzUrUldOeDNHV0NBUT09>

Meeting ID: 958 2380 4585 Passcode: V92xfV

Dial by your location

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Meeting ID: 958 2380 4585 Passcode: 233939

Please "mute" your device during the meeting.

MUSD is not available for technical support for remote meetings.

If the public wishes to make a comment regarding any closed session item before the Board adjourns to closed session, please email JMorse@mcn.org

Board Priorities

- *Develop and expand community partnerships and communication*
- *Increase learning and achievement for all students, families, and staff*
- *Plan wisely for the future while maintaining fiscal integrity*
- *Maintain and improve the physical plant*

Any writings distributed either as part of the Board packet, or within 72 hours of a meeting, can be viewed at the District Office: 44141 Little Lake Road, Mendocino, CA 95460. Board backup materials are also located on the MUSD website at <http://www.mendocinoused.org/District/2285-Untitled.html>

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MENDOCINO UNIFIED SCHOOL DISTRICT IS PROUD TO BE AN EQUAL OPPORTUNITY EMPLOYER

1. 4:00 P.M., CLOSED SESSION CALL TO ORDER AND ROLL CALL

- 1.1. Call to order and roll call

The meeting was called to order at 4:02 PM. Virtually present were Trustees Gay, Morton, Grinberg, Schaeffer, Aum. The meeting was re-opened at 6:43 PM at the conclusion of Open Session.

- 1.2. The President will verbally identify the agenda items to be discussed during closed session as listed below.

The President verbally identified the agenda items to be discussed.

2. PUBLIC HEARING FOR CLOSED SESSION

Members of the public may take this opportunity to comment on closed session agenda items per Board Policy 9322. Under the requirements of the Brown Act open meeting law, members of the community wishing to address an item on the closed session agenda may do so at this time. Items not on the agenda cannot be addressed at this time. A three-minute limit is set for each speaker on all items. The total time for public input on each item is limited to 20 minutes. (Government Code 54954.3).

<https://zoom.us/j/96418322633?pwd=Y0VPOHZPT3JOZjVySE45bjk2RDhXZz09>

Meeting ID: 964 1832 2633 Passcode: 9fADsc

Dial by your location: +1 669 900 9128 US (San Jose) Meeting ID: 964 1832 2633 Passcode: 470770

There were no members of the public present.

3. CLOSED SESSION

The Board will adjourn to closed session pursuant to Government Code 54950 - 54962.

- 3.1. Conference with labor negotiators (Govt. Code 54957.6) Agency Representative: Superintendent Jason Morse
Employee organizations: CEMUS and MTA bargaining units and unrepresented employees
- 3.2. Employment/Personnel Changes
- 3.3. Conference with Legal Counsel – Existing Litigation (Govt. Code 54956.9):
OAH Case No. 2020100003
- 3.4. Public Employee Discipline/Dismissal/Release (Govt. Code 54957)

4. 5:00 P.M. RECONVENE TO OPEN SESSION

- 4.1. Call to order and roll call

The meeting was called to order at 5:04 PM. Virtually present were Trustees Gay, Morton, Grinberg, Schaeffer, Aum and Student Trustee Jung.

- 4.2. Closed session disclosure

Any reportable action taken during closed session will be disclosed at this time.

There was nothing to report from closed session other than the Board will continue with Closed Session at the conclusion of Open Session.

Upon re-opening of Closed Session at 6:43 PM, the Board voted 3/2 on OAH Case No. 2020100003.

Roll call vote: Ayes: Trustees Grinberg, Gay, Aum.

- 4.3. Approval of agenda

Items to be removed from the agenda or changes to the agenda should be done at this time.

MSA Schaeffer/Grinberg (5/0) to approve the agenda as written.

5. 5:00 P.M. PUBLIC HEARING – RESOLUTION REGARDING THE ACCOUNTING OF DEVELOPER FEES FOR THE 2019-2020 FISCAL YEAR.

At this time the Board will accept public comments regarding the accounting of developer fees for Fiscal Year 2019-20.

There were no public comments regarding the Accounting of Developer Fees for the 2019-20 Fiscal Year.

6. CONSENT AGENDA

Items on the consent agenda are passed in one motion without discussion. Any item may be pulled from the consent agenda by any member of the Board and moved to action when approving the agenda. (action)

- 6.1. Approval of Warrants
 - 6.1.1. 11/13/20, 11/19/20
- 6.2. Approval of Minutes
 - 6.2.1. Board Meeting Minutes: 11/19/20
- 6.3. Approval of Employment/Personnel Changes
 - 6.3.1. Accept Resignation, Speech & Language Pathologist, .80 FTE, effective 12/31/20
- 6.4. Approval of the Current Budget Change Report
- 6.5. Approval of Student Body Reports – October & November 2020
- 6.6. Final Approval of Board Policy/Administrative Regulation/Exhibits
 - 6.6.1. BP/AR 1340.0: Access to District Records (community relations)
 - 6.6.2. BP/AR 4113.0: Assignment (personnel)

MSA Grinberg/Aum (5/0) to approve the consent agenda.

7. REPORTS

- 7.1. Student Trustee – Olivia Jung

Student Trustee Jung reported that there is not much happening at the MHS right now. The semester is ending and students are prepping for finals. This Wednesday, the canned food drive for the MUSD Food Pantry ends. So far over 325 items have been donated. The Senior class is currently in the lead with donations. Also on Wednesday, the CTE Faire is taking place showcasing student work done with items being sold in support of the programs.

- 7.2. Administrative

- 7.2.1. Principal – Tobin Hahn

Principal Hahn gave a presentation (see attached)

The Radio Grant that was recently received will hopefully include a signal upgrade and/or streaming capabilities along with equipment for remote productions and FCC tests/emergency alerts.

- 7.2.2. Superintendent – Jason Morse

Superintendent Morse notified the Board of his recent outreach to staff to participate/fill in their classrooms for 1 hour. He misses staff and students and wanted to experience distance learning for himself. Has heard back from 14 staff members. Has participated in a few classes already and looks forward to more. Got to see first-hand some of the technological difficulties students are having. Glad to have been able to have the aides present in the classes.

Ten contractors showed up for the walk-through at the MHS. Hoping for a lot of incoming bids. Thanks to the committee for their participation. Thank you to Evan Mills for his knowledge and time.

- 7.3. Bargaining Units

- 7.3.1. Mendocino Teachers Association (MTA)

President Pam Duncan echo's a staff member's invitation and invites Board members to sit in on classes in order to get a feel for what teachers/students are experiencing. Email Pam to

participate.

7.3.2. Classified Employees of Mendocino Unified Schools (CEMUS)

There was no update from CEMUS.

7.4. Board Trustee Reports

Trustee Schaeffer is trying to imagine what getting back to normal means. The vaccine may not benefit schools until June. How does the Board respond? Wishes everyone luck as we proceed.

Trustee Morton stated that it has been extremely gratifying these past few weeks to have something positive to collaborate on (MHS Modernization Project). They have been dealing with energy at the MHS. The gym will not be included at this time. When all is said and done the Bunsen Burners may be the only fossil fuels being used at MHS. The committee lucked out in having a Nobel Peace Prize winner, Evan Mills, move to the coast and become involved in the energy conversation. The goal is to abandon the fuel tanks and move to heat pumps. Otto is doing a great job on the project.

Trustee Aum echo's Trustee Morton. Evan Mills has helped tremendously. Thank you to Kim Bratton for the link to the MUSD Choral Caroling link.

Trustee Gay extends a sincere "thank you" to all of the Trustees for their dedication and positive outlook.

8. TIMED ITEM 5:30 P.M. - PARENT/COMMUNITY COMMENT

Items not on the agenda, but within the jurisdiction of this body, may be addressed at this time or be submitted to the Superintendent in writing for Board consideration as an agenda item. A three-minute limit is set for each speaker on all items. The total time for public input on each item is limited to 20 minutes (Government Code 54952). The Brown Act does not permit the Board to take action on any item that is not on the agenda. In addition, in order to protect the rights of all involved, complaints about employees should be addressed through the District complaint process. Speaking about a personnel issue at a Board meeting may prevent the Board from being able to act on it. Please see an administrator to initiate the complaint process.

The Board may briefly respond to public comments by asking questions to clarify the speaker's comments and refer the speaker to the Superintendent for further clarification. We thank you for your comments and participation at this meeting.

A staff member offered Board members the opportunity to sit in on classes to experience firsthand what the staff/students are experiencing.

9. INFORMATION/DISCUSSION/POSSIBLE ACTION ITEMS

9.1. Board Organizational Meeting

The Board is required to hold an annual organizational meeting (BB 9100 attached) whereby it appoints Board representatives to various assignments and designated committees. These actions are required by law.

9.1.1 Swearing In of Elk, Caspar and Comptche Trustees (action)

Trustee's Morton, Gay, and Schaeffer were sworn in by Superintendent Morse and took their oath.

9.1.2 Board elections for President, Clerk, and official appointment of the Superintendent as Secretary to the Board (action)

MSA Schaeffer/Morton (5/0) to approve Trustee Aum as President of the Board, Trustee Schaeffer as Board Clerk and Superintendent Morse as Board Secretary.

9.1.3 Selection of Board Trustee appointments to committees (action)

Previous committees which Board members have participated on have been: Board Facilities Committee (two Trustees), Board Finance Committee (two Trustees plus an alternate), Superintendent's MCN Advisory Committee (two Trustees), MECCA (Board President), and Superintendent's Policy Committee (two Trustees) (action)

MSA Gay/Schaeffer (5/0) to approve the following committee appointments:

Facilities Committee: Trustee Morton, Trustee Aum

Finance Committee: Trustee Gay, Trustee Schaeffer, Alternate: Trustee Morton

MCN Advisory Committee: Trustee Grinberg, Trustee Gay

MECCA: Trustee Aum

Policy Committee: Trustee Grinberg, Trustee Schaeffer

9.2. Approval of the 2021-22 MUSD Board Calendar (action)

MSA Schaeffer/Morton (5/0) to approve the 2021-22 MUSD Board Calendar with the following changes: April 22, 2021 becomes April 21st, August 26, 2021 becomes August 25th, June 3, 2021 becomes June 2nd and June 2, 2022 becomes June 1st.

9.3. Approval of the 2021-22 MUSD Board Action Calendar

This calendar is a summary of routine and legally required agenda items and the approximate month they need to take place (action)

MSA Schaeffer/Morton (5/0) to approve the 2021-22 MUSD Board Action Calendar.

9.4. MUSD First Interim Budget Report

Jason Fruth, Business Manager, will present the MUSD 2020-21 First Interim Budget Report to the Board for review and approval (action)

MSA Schaeffer/Gay (5/0) to approve the MUSD First Interim Budget Report (see attached presentation).

9.5. 2020-21 School Year Reassessment

District Admin will provide the Board with information relating to the processes the sites and District are discussing as it relates to distance learning and alternative learning options. The Board will revisit the decision made at the Board Meeting on October 15, 2020 wherein the Board moved and approved to "to continue with the current distance learning model through the end of the semester with the Board revisiting the decision at the December Board meeting" (action)

MSA Morton/Schaeffer (5/0) to continue with Distance Learning and revisit the situation at the February 11, 2021 Board meeting.

9.6. Approval of Resolution 2020-19 regarding accounting of Developer Fees for Fiscal Year 2019-20 (action)

MSA Schaeffer/Grinberg (4/0/1) to approve Resolution 2020-19 regarding the accounting of Developer Fees for Fiscal Year 2019-20. Roll call vote: Trustee Gay (abstain), Trustee Morton (aye), Trustee Grinberg (aye), Trustee Schaeffer (aye), Trustee Aum (aye).

- 9.7. Board Policies and Administrative Regulations (as a first reading) (action)
 - 9.7.1. BP/AR 5145.3: Nondiscrimination/Harassment (students)
 - 9.7.2. BP/AR 6174: Education for English Learners (instruction)
 - 9.7.3. BP/AR 4119.11, 4219.11, 4319.11: Sexual Harassment (personnel)
 - 9.7.4. AR 4119.12, 4219.12, 4319.12: Title IX Harassment Complaint Procedures (personnel)
 - 9.7.5. BP/AR 5145.7: Sexual Harassment (students)
 - 9.7.6. AR 5145.71: Title IX Sexual Harassment Complaint Procedures (students)

MSA Grinberg/Morton (5/0) to approve the Board Policies as a first reading.

10. FUTURE AGENDA ITEMS

2019-20 Audit Report, Cafeteria Financial Report, SARC's, Strategic Plan Update

11. ADJOURNMENT

The next Board meeting is scheduled for **January 21, 2021.**

The meeting was adjourned at 6:33 PM.

The Board re-opened Closed Session at 6:43 PM.

CLOSED SESSION DISCLOSURE: The Board voted 3/2 on OAH Case No. 2020100003.

Ayes: Trustees: Grinberg, Gay, Aum

Closed Session Adjourned at 8:10 PM.

BEFORE THE
OFFICE OF ADMINISTRATIVE HEARINGS
STATE OF CALIFORNIA

IN THE MATTER OF:
PARENT ON BEHALF OF STUDENT,

v.

MENDOCINO UNIFIED SCHOOL DISTRICT.

OAH CASE NUMBER 2020100003

NOTICE OF CASE DISMISSAL

DECEMBER 15, 2020

The Office of Administrative Hearings – Special Education Division received a notice requesting dismissal of the above-entitled case. Consequently, all previously set dates are vacated and the matter is closed.

For Good Cause shown, the case is DISMISSED.

MARGARET GIBSON

Division Chief Administrative Law Judge

Office of Administrative Hearings

DECLARATION OF SERVICE

OAH CASE NUMBER 2020100003

I, Dana Dill, declare as follows: I am over 18 years of age and am not a party to this action. I am employed by the Office of Administrative Hearings. My business address is 2349 Gateway Oaks Drive, Suite 200, Sacramento, CA 95833. On December 15, 2020, I served a copy of the following documents in the action entitled above:

NOTICE OF CASE DISMISSAL

to each of the persons named below at the addresses listed after each name by the following methods:

Christian Knox
Ruderman & Knox, LLP
service@rudermanknox.com

Monica Batanero
School and College Legal Services of CA
service@sclscal.org

- **Secure e-File Transmission:** Based upon agreement of the parties to accept service through the OAH Secure e-file Transfer System, I caused the documents to be sent to the persons at the email addresses listed above.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct. This declaration was executed at Sacramento, California on December 15, 2020.

Dana Dill

Dana Dill, Declarant

Jason Morse

From: Kim Humrichouse <khumrichouse@mcn.org>
Sent: Tuesday, September 13, 2022 4:57 PM
To: Jason Morse
Subject: FW: [REDACTED]/IEP

On 3/18/22, 10:12 AM, "Kim Humrichouse" <khumrichouse@mcn.org> wrote:

Hello [REDACTED],

Thank you for the email.

Cheyenne Davis, our school psychologist and director of special education, will be in touch with you within 15 days to discuss an assessment plan and next steps.

I have cced her on this email so that you have contact information for each other.

Thank you,

Kim

On 3/18/22, 10:02 AM, [REDACTED] <[REDACTED]> wrote:

- >
- > Hello Kim,
- > I am writing you this to officially ask for [REDACTED] to be evaluated for an iep. I am also going to be talking with his physician however have been told by advisors to ask for this to be done sooner than later so we can get some help in school for [REDACTED] Thanks
- > Let me know what my next step is and what the school can offer us as a next step.
- >
- > [REDACTED]
- > [REDACTED]
- >

Jason Morse

From: Kim Humrichouse <khumrichouse@mcn.org>
Sent: Tuesday, September 13, 2022 4:55 PM
To: Jason Morse
Subject: FW: Testing Request for 4 my Year Old

From: Kim Humrichouse <khumrichouse@mcn.org>
Date: Tuesday, April 19, 2022 at 4:57 PM
To: [REDACTED]
Cc: Cheyenne Davis <cdavis@mendocinoused.org>, Sam Skowron <sskowron@mendocinoused.org>
Subject: Re: Testing Request for 4 my Year Old

Hello [REDACTED]

Thank you for the email. I have included Cheyenne Davis, our School Psychologist and Special Education Director, and Sam Skowron, our Speech and Language Pathologist on this email to loop them in.

Cheyenne will be in touch with you within 15 days to discuss next steps.

Please let me know if you have any questions.

Thank you,

Kim

From: [REDACTED]
Date: Monday, April 18, 2022 at 4:21 PM
To: <khumrichouse@mcn.org>
Subject: Testing Request for 4 my Year Old

Hi Principal Humrichouse,

I am writing to start the process to request testing for my 4 year old son [REDACTED] who will be attending Mendocino K8 for Kindergarten in the 2023-24 school year. His preschool director [REDACTED] from [REDACTED] has suggested we look into testing him. She is very well seasoned in observing preschool students and apparently our very smart little dude, also struggles more than average. He is going to be evaluated by his physician soon, but I think getting a baseline can be a very good idea so we can see if he improves or not over time. [REDACTED] says he struggles with socializing and often needs the extra help of a teacher. He struggles with physical boundaries and his dad is on the autism spectrum. I would like to get the ball rolling because I know this can be a long process. Please let me know what you need for next steps or if there is someone else I should be directing my concerns to.

Thank You,



Jason Morse

From: Kim Humrichouse <khumrichouse@mcn.org>
Sent: Tuesday, September 13, 2022 4:53 PM
To: Jason Morse
Subject: FW: Special Education Assessment Request

From: [REDACTED]
Date: Friday, August 12, 2022 at 3:03 AM
To: Kim Humrichouse <khumrichouse@mcn.org>
Subject: Re: Special Education Assessment Request

Thank you Kim

Sent from my iPhone

On Aug 11, 2022, at 3:10 PM, Kim Humrichouse <khumrichouse@mcn.org> wrote:

Hello [REDACTED],

It was nice to see you today, too!

Someone from the district will be in touch with an assessment plan within 15 days.
Staff do not return to work until next week!

I'm so glad the boys are excited to start school. I am looking forward to it, as well.

See you, again, soon!

Kim

From: [REDACTED] >
Date: Thursday, August 11, 2022 at 2:59 PM
To: Kim Humrichouse <khumrichouse@mcn.org>
Cc: My [REDACTED]
Subject: Special Education Assessment Request

Hello Kim,

It was nice to see you in the office today. Thank you for the guidance. As discussed, we are requesting a school based special education assessment for [REDACTED]. We will be providing a doctors report to the school in the next few weeks with recommendations. Hopefully we can work together to accommodate these recommendations to help him be successful this first year of middle school!

Thank you to the staff for placing the boys in classes with teachers they are excited about! That has to be a challenging effort!

Take care,



Jason Morse

From: Kim Humrichouse <khumrichouse@mcn.org>
Sent: Tuesday, September 13, 2022 4:43 PM
To: Jason Morse
Subject: FW: Assessment for [REDACTED]

On 8/17/22, 8:30 AM, "Kim Humrichouse" <khumrichouse@mcn.org> wrote:

Hello [REDACTED]

Thank you for your request.

Josh Potter, our resource teacher, will be in touch within 15 days for next steps.

Thank you,

Kim

On 8/16/22, 4:11 PM, [REDACTED] > wrote:

Hi Kim,

It was nice to speak with you today. I would like to request a special ed assessment for my daughter, [REDACTED], who will be in 6th grade this year.

Thanks very much,
[REDACTED]

Jason Morse

From: Kim Humrichouse <khumrichouse@mcn.org>
Sent: Tuesday, September 13, 2022 4:42 PM
To: Jason Morse
Subject: FW: [REDACTED] commented on Elective Forms

On 8/22/22, 4:54 PM, [REDACTED] wrote:

Hi Kim,

That sounds good. In terms of her JIA diagnosis, [REDACTED] needs are mostly related to pain associated with her arthritis. However, due to her medication for JIA, her immune system is suppressed. As a result [REDACTED] has developed quite an anxiety trying to keep herself safe from Covid. This has manifested itself in many directions. I think that we should start the process as soon as possible as evidenced by her experience in the first day of school. Josh can call us at anytime he is available. He has my cell number and is a good friend. Thank you very much for your help in this matter.

Regards,

[REDACTED]

On 2022-08-22 1:10 pm, Kim Humrichouse wrote:

> Hello [REDACTED]
>
> Thank you for communication requesting getting [REDACTED] help and support.
>
>
> Looking back through her records, I see that she had a 504 on file
> with the district and because it has been quite awhile since that
> Initial assessment, we would like to proceed with a full
> psycho-educational assessment to see if [REDACTED] would qualify for
> special education services or 504 services.
>
> Josh Potter, our 6th – 8th grade resource teacher will be in touch
> with you in the next 15 days about signing an assessment plan and
> getting the process start to re-evaluate [REDACTED].
>
> Please let me know if you have any questions.
>
> Thank you!
>
> Kim
>

> From: [REDACTED] via Aeries Communications
> <donotreply@parentsquare.com>
> Date: Friday, August 19, 2022 at 7:06 AM
> To: <khumrichouse@mcn.org>
> Subject: [REDACTED] commented on Elective Forms
>
> Mendocino K-8 School (330)
>
> [REDACTED] commented in 7th Grade, 8th Grade on
>
> Elective Forms
>
> [REDACTED] said: _
>
> Good morning Kim,
> I would like to request to re-register [REDACTED] for the IEP
> program. She was registered just prior to Covid but was not during the
> last two years. Please let me know what I need to do to proceed.
> Thanks so much.
>
> Regards,
> [REDACTED]
>
> View or Reply [1]
>
> Hello All,
>
> Please have your 7th and 8th grade student(s) complete This Elective
> Form [2] by August 16th. Each student can only submit 1 response.
>
> If you need help completing the form, please call the office,
> 937-0515.
>
> Thank you!
>
> Kim
>
> _Please do not reply to this email._
>
> Stay involved with your child's learning and activities at school.
>
> [3] [4]
>
> You received this email because you are a Aeries Communications user
> in Mendocino K-8 School (330). If you received this email in error or
> wish to disable your account, click here to unsubscribe [5].
>
> ParentSquare Inc · 3905 State St, Suite 7502 · Santa Barbara, CA
> 93105
>
>
>

Jason Morse

From: Kim Humrichouse <khumrichouse@mcn.org>
Sent: Tuesday, September 13, 2022 4:40 PM
To: Jason Morse
Subject: FW: [REDACTED]
Attachments: sped personnel.pdf

Follow Up Flag: Follow up
Flag Status: Flagged

From: Kim Humrichouse <khumrichouse@mcn.org>
Date: Saturday, August 27, 2022 at 7:09 AM
To: [REDACTED]
Cc: Josh Potter <jpotter@mendocinoused.org>
Subject: Re: [REDACTED]

Hello [REDACTED]

Yes, [REDACTED] has a new resource teacher/case carrier. Her name is Allie Hartley. I mailed the attached letter home at the beginning of August introducing Allie. Allie has been pushing into classes, getting to know the students, and helping support them in their classroom this week. [REDACTED] is scheduled to meet with Cecilia Jimenez regularly for counseling services. This is the same counselor that [REDACTED] worked with last year.

[REDACTED] resource teacher/case carrier would be Josh Potter, who I mentioned below. Josh will be conducting the academic portion of [REDACTED] assessment.

As an update to the attached letter, the district is contracting with the county for a School Psychologist and Rico Perez is the School Psychologist that has been assigned to us. He will be doing [REDACTED] psycho-educational assessment.

Josh will produce the assessment plan when he returns to work. Once you sign the assessment plan to give us permission to assess [REDACTED], the district has 60 days to complete the assessment. We will do our best to complete the assessment as soon as possible.

In the meantime, [REDACTED] will have support during his Flex period. We also have a homework class offered during lunch time two days a week that might be helpful to [REDACTED] if you are finding he is falling behind on his homework/class work. Students are often referred to this class by a teacher, but plenty of students come on their own so they do not have to do work outside of school.

Have a great weekend!

Kim

From: [REDACTED]
Date: Friday, August 26, 2022 at 10:21 PM
To: Kim Humrichouse <khumrichouse@mcn.org>
Subject: Re: [REDACTED]

Thank you for getting back to me.

In addition to [REDACTED] I understand [REDACTED] has a new person. I heard that Seneca is taking some time off so I'm curious who the new person is and if it's the same person helping [REDACTED]. As I understand it [REDACTED] is already signed up and should be starting a regular session with the new special ed counselor. [REDACTED] definitely needs the same type of help so if there's anyway we can expedite this process please let me know thank you

Sent from my iPhone

On Aug 26, 2022, at 2:18 PM, Kim Humrichouse <khumrichouse@mcn.org> wrote:

Hello [REDACTED],

I hope you are doing well and that the school year is off to a good start for the boys!

Yes, [REDACTED] is on our list to begin the assessment process. [REDACTED] called me on the last day of school last year to request special education assessment and [REDACTED] has been added to the list for assessment.

Our 6-8 Resource Teacher, Josh Potter will be the one to be in contact with you about signing the assessment plan. I have cced him here so you have each other's contact information. Unfortunately, he is out sick this week and that is why he has not been in touch with you.

Please know that [REDACTED] will also receive support during Flex period in either ELA or Math (whichever pops as the area needing the most support) until the assessments can be completed.

Please let me know if you have any questions!

Thank you,

Kim

On 8/26/22, 11:20 AM, [REDACTED] wrote:

Hello I'm writing to confirm that [REDACTED] will be enrolled in the IEP program this year. He needs help with his math etc and has had a difficult time keeping up. Please let us know when he can start with this. [REDACTED] began the process last year so I want to make sure he gets started as soon as possible. Thank you.

Sent from my iPhone

Alternative Dispute Resolution and Prevention

Dist Def	Budgeted	5/26/2022 Expended	Remaining	Bill MCOE Learning Recovery Support
0102	12,000	(12,000)	-	Bill MCOE Learning Recovery Support
	15,000	(282)	14,718	Bill MCOE Learning Recovery Support
0103	12,500	(11,100)	1,400	Bill MCOE Learning Recovery Support
0104	25,550	-	25,550	Bill MCOE Learning Recovery Support
0105	6,000	(6,000)	-	Bill MCOE Extraordinary Cost
	71,050	(29,382)	41,668	
		(23,382)		
		(1,553)		
	34,761	(24,934)	9,827	

LRS Expended/Remaining:
 Billed to LRS - 6537 at close
 Indirect Cost

Dist	Total Unduplicated	Unduplicated per District (includes charters)	Percentage of Unduplicated Total	RS 6536	RS 6537	Learning Recovery Support
40 MCOE	148	148	8.04%	\$218,830.00	\$984,735.00	79,172.68
42 Manchester	9	9	0.49%			4,825.20
44 Anderson Valley	57	57	3.10%			30,528.79
45 Fort Briggs	213	220	11.95%			117,675.83
46 Three Rivers	7	7	0.38%			
48 Mendocino	65	65	3.53%			34,781.49
47 Round Valley	82	82	4.45%			43,620.71
48 Laytonville	52	52	2.82%			27,789.53
49 Laytonville	10	10	0.54%			945.34
50 Willits	218	282	14.23%			140,127.79
Willits Charter	30					
Willits Elementary Charter	6					
La Vida	18					
54 Potter Valley	39	39	2.12%			20,876.36
55 Ukiah	791	833	45.25%			445,582.59
Accelerated Achievement	18					
Rosewood Academy	5					
River Oak	19					
81 Arena Union	36	64	3.48%			34,268.78
Past Arena	20					
Pacific Community Charter	8					
	1841	1841	100.00%	175,064.00		984,735.00

Educator Effectiveness Block Grant 2021 Expenditure Plan Template

LEA Name: Mendocino Unified
 Contact Name: Jason Morse
 Email Address: jmorse@mendocino.k12.ca.us
 Phone Number: 707-937-5868

Total Amount of funds received by the LEA: \$ 218,871.00
 Date of Public Meeting prior to Adoption: By June 30, 2022
 Date of adoption at a public meeting: By June 30, 2022

EC-41480

(a) (2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021-22 fiscal year to the 2025-26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114-95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils, with a focus on any of the following areas:

(3) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

Planned Activity	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Total Budgeted
	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
MCSOE Teacher Induction Program	\$ 7,000.00	\$ 7,000.00	\$ 10,500.00	\$ 7,000.00	\$ 7,000.00	\$ 38,500.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ 7,000.00	\$ 7,000.00	\$ 10,500.00	\$ 7,000.00	\$ 7,000.00	\$ 38,500.00

(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	Budgeted	Budgeted	Budgeted	Budgeted	per Activity
	2021-22	2022-23	2023-24	2024-25	2025-26	
Content Area Trainings, Instructional Strategies	\$ 10,000.00	\$ 12,275.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 58,275.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ 10,000.00	\$ 12,275.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 58,275.00

General Instructions:

This example template is provided as a resource as one way to develop a plan for the EEGG 2021. LEAs are cautioned to refer to EC 41480 for all program requirements. Please verify all calculations/formulas before finalizing the plan.

Printing/Layout

The template will print in Landscape mode. The blue instruction boxes will not print.

Page breaks can be added manually prior to final printing. To add a page break:

1. Click the cell immediately below the desired page break.
2. In the Menu/Ribbon, choose Page Layout.
3. Select Breaks >> Insert Page Break.

Note: the Summary table is preset to print on the last page.

Add/Delete rows to the table(s) as necessary.

Add: Right-click in the last row and select Insert >> Table Row Below

Delete: Unused rows can be deleted by Right-click and select Delete >> Table Rows

Deleting Sections:

If an LEA is not planning any activities in a particular category, the entire section may be eliminated:

1. Select the text and table to delete.
 2. Right click, choose Delete >> Entire Row
- ***Important*** - after deletion, the Summary Table will show WREFF and will not calculate until you complete the next step**
3. Delete the corresponding row on the Summary table. The table should refresh and show the proper calculations for the remaining table(s).

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Strategies to Address Chronic Absenteeism	\$ -	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 4,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section	\$ -	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 4,000.00

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Peer Counseling, YMHA	\$ -	\$ 4,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 10,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section	\$ -	\$ 4,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 10,000.00

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a school's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Proact, PBIS, Restorative Justice Trainings	\$ -	\$ 5,000.00	\$ -	\$ -	\$ -	\$ 5,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section	\$ -	\$ 5,000.00	\$ -	\$ -	\$ -	\$ 5,000.00

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Special Education Training	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 15,000.00
Differentiated Instruction	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 5,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 20,000.00

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
ELPAC Training, EL Strategies	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 10,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 10,000.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

(c) To ensure professional development meets educator and pupil needs, local educational agencies are encouraged to allow schedulable and constant staff to identify the topic or topics of professional learning. Professional learning provided pursuant to this section shall be of the following:

(1) be content based, incorporate active learning, support collaboration, use models of effective practice, provide coaching and expert support, offer feedback and reflection, and be of sustained duration;

(2) be aligned to the relevant content standards adopted pursuant to Sections 51214, 60405, 60405.1, 60405.2, 60405.3, 60405.4, 60405.6, and 60405.12, and the model curriculum adopted pursuant to Sections 51226.7, 60406, and former Section 60406.05, as that section read on June 30, 2014.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
PLC Collaboration Time for all staff	\$ 3,000.00	\$ 8,774.00	\$ 15,774.00	\$ 15,774.00	\$ 15,774.00	\$ 59,096.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ 3,000.00	\$ 8,774.00	\$ 15,774.00	\$ 15,774.00	\$ 15,774.00	\$ 59,096.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Ethnic Studies Training, Planning	\$ 2,000.00	\$ 2,000.00	\$ -	\$ -	\$ -	\$ 4,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ 2,000.00	\$ 2,000.00	\$ -	\$ -	\$ -	\$ 4,000.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
ECE, Tr/Pref Training and Support	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 10,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 10,000.00

Summary of Expenditures

Section Totals	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Subtotal Section (1)	\$ 7,000.00	\$ 7,000.00	\$ 10,500.00	\$ 7,000.00	\$ 7,000.00	\$ 38,500.00
Subtotal Section (2)	\$ 10,000.00	\$ 12,275.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 58,275.00

The Summary table should auto-calculate - please don't type directly into the summary table!

Subtotal Section (3)	\$	\$	1,000.00	\$	1,000.00	\$	1,000.00	\$	1,000.00	\$	1,000.00	\$	4,000.00
Subtotal Section (4)	\$	\$	4,000.00	\$	2,000.00	\$	2,000.00	\$	2,000.00	\$	2,000.00	\$	10,000.00
Subtotal Section (5)	\$	\$	5,000.00	\$	\$	\$	\$	\$	\$	\$	\$	\$	5,000.00
Subtotal Section (6)	\$	\$	4,000.00	\$	4,000.00	\$	4,000.00	\$	4,000.00	\$	4,000.00	\$	20,000.00
Subtotal Section (7)	\$	\$	2,000.00	\$	2,000.00	\$	2,000.00	\$	2,000.00	\$	2,000.00	\$	10,000.00
Subtotal Section (8)	\$	\$	3,000.00	\$	8,774.00	\$	15,774.00	\$	15,774.00	\$	15,774.00	\$	59,096.00
Subtotal Section (9)	\$	\$	2,000.00	\$	2,000.00	\$	\$	\$	\$	\$	\$	\$	4,000.00
Subtotal Section (10)	\$	\$	2,000.00	\$	2,000.00	\$	2,000.00	\$	2,000.00	\$	2,000.00	\$	10,000.00
Totals By Year:	\$	\$	30,000.00	\$	48,049.00	\$	49,274.00	\$	45,774.00	\$	45,774.00	\$	45,774.00

Total Planned Expenditures by the LEA:
\$ 218,871.00

The values should populate as entries are made in the preceding tables. If a table was deleted, delete the corresponding row in the summary table - see instructions above.

Budgeting Planner:
Allocation:
\$ 218,871.00
Variance:
\$ 0.00
Expenditures and Allocation Match

Jason Morse

From: [REDACTED]
Sent: Wednesday, September 14, 2022 8:18 PM
To: Jason Morse
Subject: Re: MUSD Special Education Program

Absolutely.

Our family moved to Mendocino from Los Angeles in the middle of COVID. Our son struggles with ADHD. We reached out to the Mendocino K-8 to help us get an IEP for our son so he could get specialized help. The school was very responsive and we are currently thrilled with the extra attention our son is receiving.

Let me know if you need anything else. [REDACTED]

Jason Morse

From: [REDACTED]
Sent: Tuesday, September 13, 2022 3:59 PM
To: Jason Morse
Subject: Re: MUSD Special Education Program

Follow Up Flag: Follow up
Flag Status: Flagged

My name is [REDACTED], I was granted custody of my 2 eldest grandkids 12 years ago. They had learning disabilities, emotional issues, many challenges fitting in socially, literally the whole 9 yards +. [REDACTED] graduated from high school last June and he actually finished 3 months early. [REDACTED] is on track to graduate in this coming June (on time). Without the educational and emotional support, kindness, understanding and love they received from many people in Mendocino k-8, there is no way possible the kid's would be in the shoes that they are in today. People like Megan Perry, Penny Alves, Anna Levy, Cecilia Jimenez, Eric Tripplett, Mr C, to name a few have been a huge impact on their lives. And all of them support the kids to this day. I have worked with these folks hand in hand for 12 years, they are 2nd to none! Sincerely [REDACTED]

Jason Morse

From: [REDACTED]
Sent: Tuesday, September 13, 2022 5:20 PM
To: Jason Morse
Subject: Re: MUSD Special Education Program

Hey there,

I haven't heard about the grand jury report. We have felt like the school has been great at helping [REDACTED] with extra help and her IEP. I have heard so many other parents complaining on social media and hearing talk. It honestly surprises me. [REDACTED] has been thriving and we are grateful. I also everyone is different and not all situations are the same. Let me know what you need.

Thanks,

[REDACTED]

Sent from my iPhone

Jason Morse

From: [REDACTED]
Sent: Wednesday, September 14, 2022 9:57 AM
To: Jason Morse
Subject: Re: MUSD Special Education Program

Hi Jason,

I was so sorry to hear this, especially since I feel like my child has what I call "the dream team" this year.

So far everyone I have come in contact with has been helpful, more than accommodating, and full of heart. I feel like every need of hers is addressed and that she is thriving.

I wish you every luck in putting this conflict to rest. In my humble opinion, it's energy that could be spent on the children instead.

Gratitude and Best wishes,
[REDACTED]



CTC Use Only

CTC Use Only
 W Z

VARIABLE TERM WAIVER REQUEST (WV1 Form)

Requests must be prepared by the employing agency, not the applicant. All materials must be typewritten or computer generated and sufficiently clear to photocopy. This form must be used for **first time and subsequent waivers only**.

1. EMPLOYING AGENCY (include mailing address) Mendocino Unified School District PO Box 1154 Mendocino, CA 95460 NPS/NPA (list county code _____)	County/District CDS Code 23-65581	Contact Person: Erin Placido Telephone #: 7079375868 E-Mail: DOErin@mcn.org
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2. APPLICANT INFORMATION:

Social Security or Individual Tax Identification Num

All applicants must answer professional fitness questions (see #11). In addition, if fingerprint clearance is not on file at CTC, a completed Live Scan receipt (41-LS) must be submitted with this waiver request. If needed, a review by the Division of Professional Practices will be concluded before a waiver approval letter will be issued.

Full Legal Name Taimi Barty
First Middle Last

Former Name(s) _____ Birth Date 08/13/1972

Applicant's Mailing Address 335 S. Harrison St., Fort Bragg, CA 95437

Phone# (707) 961-5452 Email tbarty@mendocinoused.org

Waiver Title CCSD

(List the specific title and subject area of the credential that authorizes the assignment. Note that the subject must be one that is available under current regulations.)

Assignment 9-12 Woodshop (CTE)

Indicate specific position and grade level (e.g. chemistry teacher, grades 11-12)

- For bilingual assignment list LANGUAGE: _____
- Is this a full time position? Yes No
- If not, indicate how many periods a day the individual will be teaching the waiver assignment(s) .40 FTE
- Is this a subsequent waiver? (see #9 for additional information) Yes No

3. EDUCATION CODE OR TITLE 5 SECTION TO BE WAIVED

Specific section(s) covering the assignment: ELA 44253.3

4. EFFECTIVE DATES

Waivers are dated effective the beginning date of service. Provide the ending date of your school term, track or year below. A justification *must* be included if the expiration date extends beyond the term, track or year.

Effective Dates (mm/dd/yyyy): 8 / 15 / 2022 to 6 / 9 / 2023

Ending date of school term, track, or year: 6 / 9 / 2023

5. STATEWIDE HIGH INCIDENCE AREA WAIVER REQUESTS:

a. INDICATE THE SHORTAGE AREA FOR THE ASSIGNMENT

- | | |
|--------------------------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> Special Education | <input type="checkbox"/> Driver Education and Training |
| <input type="checkbox"/> Clinical or Rehabilitative Services | <input type="checkbox"/> 30-Day Substitute |
| <input type="checkbox"/> Speech-Language Pathology Services | |

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

No copies are necessary if this is a recognized high incidence area.

- | | |
|------------------------------------------------------------------|----------------------------------------------------------|
| <input type="checkbox"/> Advertised in local/national newspapers | <input type="checkbox"/> Contacted IIE placement centers |
| <input type="checkbox"/> Advertised in professional journals | <input type="checkbox"/> Distributed job announcements |
| <input type="checkbox"/> Attended job fairs in California | <input type="checkbox"/> Internet |
| <input type="checkbox"/> Attended recruitment out-of-state | |

Other Employee is active in the intern program

c. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

6. NON STATEWIDE NON SHORTAGE AREA WAIVER REQUESTS:

a. INDICATE THE LOW INCIDENCE AREA FOR THE ASSIGNMENT

- | | |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <input type="checkbox"/> Administrative Services | <input type="checkbox"/> Multiple Subject Teaching |
| <input type="checkbox"/> Single Subject Teaching (all subject areas) | <input type="checkbox"/> Pupil Personnel Services: Counseling, Psychology, Social Work |
| <input type="checkbox"/> Designated Subjects – except driver education and training | <input type="checkbox"/> Reading Specialist/Certificate |
| <input type="checkbox"/> Teacher Librarian Services | <input checked="" type="checkbox"/> Teacher of English Learner Students |

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

Copies of announcements, advertisements, web site registration, etc. **must** be attached.

The employer must verify **all** of the following:

- Distributed job announcements
- Contacted IHE placement centers
- Internet (i.e. www.edjoin.org)

Optional recruitment methods:

- Advertised in local/national newspaper
- Attended job fairs in California
- Attended recruitment out-of-state
- Advertised in professional journals

Other employee is active intern

c. PROVIDE DETAILED INFORMATION ABOUT THE RESULTS OF RECRUITMENT EFFORTS. BE SURE TO ANSWER EACH OF THE FOLLOWING QUESTIONS:

How many individuals credentialed in the authorization of the waiver request applied for the position? 0

How many individuals credentialed in the authorization of the waiver request were interviewed? 0

What were the results of those interviews? (Please indicate answers in numbers)

- 0.00 Applicant(s) withdrew
- 0.00 Candidate(s) declined job offer
- 0.00 Candidate(s) found unsuitable for the assignment

d. PROVIDE THE SPECIFIC EMPLOYMENT CRITERIA FOR THE POSITION

What special skills and knowledge are needed to successfully perform in this position? These should also be described in your recruitment advertisements and announcements.

Career Technical Education Teaching Credential -- Building and Construction Trades or current industry experience and education that would qualify for a CTE credential. An additional CTE credential in the area of Architecture and Engineering preferred.

e. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

7. REQUIREMENTS AND TARGET COMPLETION DATES FOR REACHING CREDENTIAL GOAL

List the requirements that the applicant must complete to be eligible for the credential along with the credential goal and target date by which he or she plans to complete those requirements

PROGRAM, COURSE, EXAMINATION, EXPERIENCE	TARGET COMPLETION DATE
NCSOE Program Completion	June 2023

8. LIST THE NAME AND POSITION OF THE PERSON ASSIGNED TO PROVIDE SUPPORT AND ASSISTANCE TO THE APPLICANT DURING THE TERM OF THIS WAIVER

By assigning this individual, the employing agency makes a commitment to provide orientation, guidance and assistance to the applicant, as feasible, in completing the requirement(s) listed above.

Name Mary Makela Position Mentor

9. SUBSEQUENT WAIVER REQUESTS

- Attach a copy of a personnel evaluation that verifies the applicant served satisfactorily in the position authorized by the previous waiver.
- Attach supporting documentation

10. IS THIS EMPLOYING AGENCY GEOGRAPHICALLY ISOLATED?

Would the applicant have to travel more than 1 1/2 hours one-way to attend an institution with an approved program to meet the credential goal?

- Yes No Not applicable (program completion is not a requirement)

11. PROFESSIONAL FITNESS QUESTIONS (to be answered by the applicant)

Answers to the following questions are required. **If you answer yes to any question, you must complete the corresponding Professional Fitness Explanation Form.**

Before granting your application, the Commission will review, at a minimum:

- Federal Bureau of Investigation criminal history (rap sheet)
- California Department of Justice criminal history (rap sheet)
- International database of teacher misconduct maintained by the National Association of State Directors of Teacher Education and Certification (NASDTEC)
- Previous reviews by the Commission
- Complaints from others
- Notifications from school districts
- Teacher preparation test score violations

You must disclose misconduct, even if:

- It happened a long time ago
- It happened in another state, federal court, military or jurisdiction outside the United States
- You did not go to court and your attorney went for you
- You did not go to jail or the sentence was only a fine or probation
- You received a certificate of rehabilitation
- Your conviction was later dismissed (even if under Penal Code section 1203.4), expunged, set aside or the sentence was suspended



WARNING: You will be required to sign your application under penalty of perjury; by doing so you are also stating that you understand:

- That the information you provide is true and correct;
- That you understand any and all instructions related to your application;
- Failure to disclose any information requested is falsification of your application and the Commission may reject or deny your application or take disciplinary action against your credential;
- The Commission may reject your application if it is incomplete and it will be delayed.

a. Have you ever been:

- dismissed or,
- non-reelected or,
- suspended without pay for more than ten days, or
- retired or,
- resigned from, or otherwise left school employment

because of **allegations of misconduct** or while **allegations of misconduct** were pending?

Yes

No

b. Have you ever been convicted of any felony or misdemeanor in California or any other place?
You must disclose:

- all criminal convictions
- misdemeanors and felonies
- convictions based on a plea of no contest or nolo contendere
- convictions dismissed pursuant to Penal Code Section 1203.4
- driving under the influence (DUI) or reckless driving convictions
- no matter how much time has passed

You do not have to disclose:

- misdemeanor marijuana-related convictions that occurred more than two years prior to this application, except convictions involving concentrated cannabis, which must be disclosed regardless of the date of such a conviction.
- Infractions (DUI or reckless driving convictions are not infractions)

Yes

No

c. Are you currently the subject of any inquiry or investigation by any law enforcement agency or any licensing agency in California or any other state?

Yes

No

d. Are any criminal charges currently pending against you?

Yes

No

e. Have you ever had any credential, including but not limited to, any Certificate of Clearance, permit, credential, license or other document authorizing public school service, revoked, denied, suspended, publicly reprovved, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

Yes

No

f. Have you ever had any professional or vocational (not teaching or educational) license revoked, denied, suspended, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

Yes

No

12. CHILD ABUSE AND NEGLECT MANDATED REPORTING (to be answered by the applicant)

As a document holder authorized to work with children, it is part of my professional and ethical duty to report every instance of child abuse or neglect known or suspected to have occurred to a child with whom I have professional contact.

I understand that I must report immediately, or as soon as practicably possible, by telephone to a law enforcement agency or a child protective agency, and will send a written report and any evidence relating to the incident within 36 hours of becoming aware of the abuse or neglect of the child.

I understand that reporting the information regarding a case of possible child abuse or neglect to an employer, supervisor, school principal, school counselor, coworker, or other person is not a substitute for making a mandated report to a law enforcement agency or a child protective agency.

I understand that the reporting duties are individual and no supervisor or administrator may impede or inhibit my reporting duties.

I understand that once I submit a report, I am not required to disclose my identity to my employer.

I understand that my failure to report an instance of suspected child abuse or neglect as required by the Child Abuse and Neglect Reporting Act under Section 11166 of the Penal Code is a misdemeanor punishable by up to six months in jail or by a fine of one thousand dollars (\$1,000), or by both that imprisonment and fine.

I acknowledge and certify that as a document holder, I will fulfill all the duties required of a mandated reporter.

I agree

13. PUBLIC NOTICE -- CHECK THE BOX THAT APPLIES

- Public School District:** Attached is a copy of the agenda item presented to the governing board of the school district in a public meeting showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or his or her designee in item #14 below, the person signing verifies that the board acted upon the item favorably.

By submitting this waiver request the district is certifying that reasonable efforts to recruit a fully prepared teacher for the assignment(s) were made in the following order:

1. A candidate who is qualified to participate in an approved internship program in the region of the school district
2. An individual who is scheduled to complete initial preparation requirements within six months

- County Office of Education, State Agency, or Nonpublic, Nonsectarian School or Agency:** Attached is a dated copy of the notice that was posted at least 72 hours before the position was filled showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or administrator or his or her designee in item #15 below, the person signing verifies that there were no objections to this waiver request.

14. APPLICANT'S CERTIFICATION

I understand that in order to receive a subsequent waiver for this assignment I must pursue the completion of requirements to obtain full certification in the subject or area covered by this waiver request as specified in #7 above.

I understand that if my case is heard in a public meeting, all materials submitted to the Commission regarding my suitability, including grades and test scores, may be discussed.

I hereby certify (or declare) under penalty of perjury under the laws of the State of California that all of the foregoing statements in this application are true and correct.

Tainn Barty 9/12/22
Signature of Applicant Date
(Sign full legal name as listed in #2)

15. EMPLOYING AGENCY CERTIFICATION *(To be signed by district or county superintendent, personnel administrator, NPS/NPA administrator, or designee.)*

The person for whom this waiver is requested will not be employed until he or she has been cleared by the Department of Justice under the provisions of Education Code Section 44332.6 and Section 44830.1 (AB1612). The employer acknowledges that the Commission's final approval of this individual's waiver will be determined by a fitness review covering, in part, criminal activity, including certain in-state and/or out-of-state convictions. If this waiver request is for service to special education children, the Special Education Local Planning Area (SELPA) has been notified of our intent to request this waiver.

I certify under penalty of perjury that the information provided in this report is accurate and complete.

Signature: Eria Placido
Title: Human Resources
Date: 9/14/22



Mendocino Unified School District

Jason Morse, Superintendent

44141 Little Lake Road ** PO Box 1154 ** Mendocino, CA 95460

Phone: 707.937.5868 Fax: 707.937.0714 <http://www.mendocinoused.org>

TEACHER CONSENT FORM

Teacher Mimi DuVigneaud

District MUSD School K-8

Site Administrator Kim Hummichouse

Assignment Math Grade Level 8

Legal Authorization per Ed. Code 44256(b)

Assignment date from 8/15/22 to 6/9/23

I mutually consent to this assignment.

Mimi DuVigneaud
Teacher's signature

9/6/22
Date

cc: MCOE

EC §44256(b) allows the holder of a Multiple Subject or Standard Elementary Teaching Credential to teach any subject in departmentalized classes below grade 9 if the teacher has twelve semester units or six upper division or graduate semester units of course work in the subject to be taught from an accredited institution. Action of the governing board and teacher consent is required.

The governing board of a school district by resolution may authorize the holder of a multiple subject teaching credential or a standard elementary credential to teach any subject in departmentalized classes to a given class or group of students below grade 9, provided that the teacher has completed at least 12 semester units, or six upper division or graduate units, of coursework at an accredited institution in each subject to be taught. The authorization shall be with the teacher's consent.



Mendocino Unified School District

Jason Morse, Superintendent

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Phone: 707.937.5868 Fax: 707.937.0714 <http://www.mendocinoused.org>

TEACHER CONSENT FORM

Teacher Aimee Frederick

District MUSD School K-8

Site Administrator Kim Hummichouse

Assignment ELA Grade Level 6-8

Legal Authorization per Ed. Code 44256(b)

Assignment date from 8/15/22 to 6/9/23

I mutually consent to this assignment.

Ms Aimee Frederick
Teacher's signature

9/7/2022
Date

cc: MCOE

EC §44256(b) allows the holder of a Multiple Subject or Standard Elementary Teaching Credential to teach any subject in departmentalized classes below grade 9 if the teacher has twelve semester units or six upper division or graduate semester units of course work in the subject to be taught from an accredited institution. Action of the governing board and teacher consent is required.

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Mendocino Unified School District

Jason Morse, Superintendent

44141 Little Lake Road ** PO Box 1154 ** Mendocino, CA 95460

Phone: 707.937.5868 Fax: 707.937.0714 http://www.mendocinoused.org

TEACHER CONSENT FORM

Teacher Molly Root

District MUSD School K-8

Site Administrator Kim Hammichouse

Assignment Math Grade Level 7

Legal Authorization per Ed. Code 44256(b)

Assignment date from 8/15/22 to 6/9/23

I mutually consent to this assignment.

Molly Root
Teacher's signature

9/6/2022
Date

cc: MCOE

EC §44256(b) allows the holder of a Multiple Subject or Standard Elementary Teaching Credential to teach any subject in departmentalized classes below grade 9 if the teacher has twelve semester units or six upper division or graduate semester units of course work in the subject to be taught from an accredited institution. Action of the governing board and teacher consent is required.

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Mendocino Unified School District

**Resolution No. 2022-29
Continuing Board of Trustees Authority to Hold Virtual Meetings
Pursuant to AB 361**

WHEREAS, on March 4, 2020, Governor Gavin Newsom declared a statewide emergency arising from the coronavirus (COVID-19); and

WHEREAS, on March 17, 2020, Governor Newsom issued Executive Order N-29-20 suspending certain provisions of the Brown Act pertaining to teleconferenced meetings; and

WHEREAS, on June 11, 2021, Governor Newsom issued Executive Order N-08-21 which indicated that Executive Order N-29-20's authorization for holding virtual meetings would expire on September 30, 2021; and

WHEREAS, on September 16, 2021, Governor Newsom signed AB 361 (Rivas) as urgency legislation effective immediately, which provides that legislative bodies may continue to meet remotely during a declared State of Emergency subject to certain conditions; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:

(e)(1) A local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:

(B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:

(3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:

(A) The legislative body has reconsidered the circumstances of the state of emergency.

(B) Any of the following circumstances exist:

(i) The state of emergency continues to directly impact the ability of the members to meet safely in person.

THEREFORE, BE IT RESOLVED that the Board of Trustees of the Mendocino Unified School District finds that the Governor's March 4, 2020 declaration of a state of emergency due to the COVID-19 pandemic remains active.

BE IT FURTHER RESOLVED, the Board of Trustees of the Mendocino Unified School District finds that due to the state of emergency meeting in person would present imminent risks to the health or safety of attendees and/or the state of emergency continues to directly impact the ability of the members to meet safely in person due to the prevalence of the Delta and Omicron variants, the indoor setting of meeting facilities, the potential presence of unvaccinated individuals attending meetings, the potential for noncompliance with mask wearing requirements, and desire to protect the health of immuno-compromised trustee(s), staff and the public.

PASSED AND ADOPTED by the following vote of the Board of Trustees of the Mendocino Unified School District, County of Mendocino, State of California on October 20, 2022.

AYES: _____

NOES: _____

ABSENT:: _____

President, Board of Trustees

Alameida
Architecture

October 17, 2022

Mr. Jason Morse
Mendocino Unified School District
44141 Little Lake Road
Mendocino, CA 95460

Re: Request to Extend Lathrop Construction Service

Dear Mr. Morse:

The original Lease-lease contract for Lathrop for the Mendocino High School Modernization was approved by the School Board for services associated with Phase One.

Lathrop's original proposal also proved provisions for services in subsequent phases

Attached is an excerpt from their our original RFP proposal for the Board of Trustees consideration to approve Pre-construction Services for Mendocino High School Phase 2.

Fiscal impact to the District would be \$ 16,100.

PRICE PROPOSAL

1. Receipt of Addenda

Receipt of the following addenda is hereby acknowledged:

Addendum # 1 Dated: December 2, 2020 Addendum # 3 Dated: December 16, 2020

Addendum # 2 Dated: December 14, 2020 Addendum # Dated:

2. ~~Phase One~~ Preconstruction Services

Phase One Lump Sum \$ 20,240

Phase Two Lump Sum \$ 16,100

Phase Three Lump Sum \$ 12,880

3. Phase One General Conditions

Total Lump Sum of Contractor's General Conditions based on the all items listed below
\$ 850,700 (Based on construction duration of 14 months)

- Labor Costs: \$ 482,450
- Materials: \$ 39,900
- Equipment: \$ 66,200
- Temporary Facilities: \$ 70,150
- Other: \$ 192,000

(Payment & Performance Bonds, Insurance, and Builders Risk)

General Conditions Staffing Hourly Rates

- Project Executive: \$ 150 /hr.
- Project Manager: \$ 112 /hr.
- Project Superintendent: \$ 150 /hr.
- Project Engineer: \$ 95 /hr.

4. Skilled and Trained Workforce Compliance