

Mendocino Unified School District



Agenda

Regular Board Meeting

OCTOBER 21, 2021

**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://us02web.zoom.us/j/84942756959?pwd=c3pEdVQvc295eFlxTmorRk8rbFZpQT09>

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

Meeting ID: 849 4275 6959 Passcode: 375306

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. 4:00 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).

Join Zoom Meeting

<https://us02web.zoom.us/j/84892713222?pwd=b1JJSnZlencBaWw4b2JFN1ZaeTdtZz09>

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

Meeting ID: 848 9271 3222 Passcode: 571747

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. 2021070162

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. PUBLIC HEARING – SUNSHINING ITEMS TO BE NEGOTIATED BETWEEN MTA AND MUSD

Both the Certificated Employees of Mendocino Unified Schools (MTA) and the District will present their openers for the negotiation of the MTA Contract for the 2021-22 school 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. 9/2/21, 9/9/21, 9/16/21, 9/23/21, 9/30/21, 10/7/21
- 6.2. Approval of Minutes
 - 6.2.1. Board Meeting Minutes: 9/9/21
- 6.3. Approval of Employment/Personnel Changes
 - 6.3.1. Hire, Classified Employee, 6.5 hrs/day, effective 10/4/21
 - 6.3.2. Hire, Temporary Classified Employee, 8.0 hrs/day, effective 10/18/21
 - 6.3.3. Award Master Stipend, Certificated Employee, effective 7/1/21

- 6.3.4. Increase, Classified Employee from 3.75 hrs/day to 6.0 hrs/day three days/week, and from 3.75 hrs/day to 4.0 hrs/day two days/week, effective 8/23/21 through 6/10/22
- 6.3.5. Increase, Classified Employee from 3.75 hrs/day to 5.0 hrs/day five days/week, effective 9/2/21 through 6/10/21
- 6.3.6. Accept resignation, Classified Employee, 3.75 hrs/day, effective 9/3/21
- 6.3.7. Accept resignation, Classified Employee, 8.0 hrs/day, effective 12/1/21
- 6.3.8. Accept retirement, Classified Employee, 8.0 hrs/day, effective 1/4/22
- 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 – August
- 6.7. Approval of MUSD/MTA Tentative Agreement 2021-22-04: School Calendar
- 6.8. Approval of MUSD/MTA Tentative Agreement 2021-22-05: MTA Sick Leave Bank
- 6.9. Approval of Classified Job Description – Administrative Assistant – K8
- 6.10. Approval of Classified Job Description – COVID Safety Coordinator - District
- 6.11. Approval of CEMUS Salary Schedule – 4% Educational Increment
- 6.12. Approval of MHS Boundary Survey and Field Research Project Modification Agreement
- 6.13. Approval of Williams Settlement Quarterly Uniform Complaint Report for School Year 2021-11, Quarter 1
- 6.14. Approval of the MUSD Emergency Operations Plan for 2021-22
- 6.15. Approval of Certificated Seniority List
- 6.16. Approval of Classified Seniority List

7. REPORTS

- 7.1. Student Trustee – Olivia Jung
- 7.2. Administrative
 - 7.2.1. Principal – Kim Humrichouse
 - 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. Oversight Committee Update
Superintendent Morse will provide an update on the Citizen's Oversight Committee for the High School Modernization Project (information)
- 9.3. Substitute Pay Rate Discussion
Superintendent Morse will discuss the pay rate for District Substitutes (discussion/action)
- 9.4. Community Center of Mendocino (CCM) Update, Lease Agreement and MOU
The Board will hear and update from CCM and will discuss the enclosed Lease Agreement and Memorandum of Understanding (discussion/action)
- 9.5. Learning Continuity and Attendance Plan (LCAP)
Superintendent Morse will update the Board on changes to the 2021-22 LCAP (action)
- 9.6. ESSER III Expenditure Plan
Superintendent Morse will present the ESSER III Expenditure Plan. School districts that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. (action)
- 9.7. 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 (2022-23) (action)
- 9.8. Consideration of Resolution 2021-17 regarding the 2020-21 Actual and 2021-22 Budget Gann Limit Resolution. The Board is required to annually approve the calculation of the Gann Limit. Attaches is a "Fiscal Report" by School Services of California which explains how the Gann Limit is calculated and what it means for our District. (action)

9.9. Approval/Authorization of Certificated Teaching Assignments

- 9.9.1. Approval of 7th/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)
- 9.9.2. Approval of 7th/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)
- 9.9.3. 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)
- 9.9.4. Approval of 9-12th Grade Spanish Teacher to teach Spanish under a Limited Assignment Option under Education Code 44263 which allows the holder of a teaching credential to serve, by resolution of the governing board and with the consent of the teacher, in a departmentalized class if the teacher has completed eighteen semester units of course work, or nine semester units of upper division or graduate course work, in the subject to be taught. (action)

10. FUTURE AGENDA ITEMS

CAASP, AE Week Trips, District of Choice Report, MCN 1st Quarter Report, PE Testing Results, Preschool at the K8

11. ADJOURNMENT

The next regular Board meeting is scheduled for **November 18, 2021 at the K-8 School.**

Items to be Sunshined with MTA – 2021-2022

1. Article 13 - Compensation
2. Article 3 – Hours of Employment
3. Article 7 - Employee Evaluation Procedures
4. Article 9 – Complaints Concerning Employees

Register 000176 - 09/02/2021

Bank Account COUNTY - AP Checks

Payment Id Comment

Check # 718401	01	Check Amt	147.36	Status	Cleared	MORSE, JASON J (000146 - Emp)	7.84
EP22-00025		DMV fee and Mileage				01-0000-0-5200-001-0000-7150-0000	68.32
						01-0000-0-5200-001-0000-7150-9987	66.08
						01-0740-0-5200-001-0000-3600-0000	5.12
						01-0740-0-5800-001-0000-3600-0000	
Check # 718402	13	Check Amt	199.47	Status	Cleared	PRICE, DIANE (000173 - Emp)	8.60
EP22-00026		Pectin, Spices, Sharpies				13-5310-0-4300-001-0000-3700-0000	190.87
						13-5310-0-4700-001-0000-3700-0000	
Check # 718403	01	Check Amt	1,071.00	Status	Cleared	ADVANCED SECURITY SYSTEMS (ADVSEC/1)	892.50
576354		Security and Monitoring				01-8150-0-5800-001-0000-8110-2089	178.50
576354A		Alarm System				63-0000-0-5500-001-0000-6000-0000	
Check # 718404	01	Check Amt	840.00	Status	Cleared	ALPHA ANALYTICAL LABS INC (ALPHA/1)	840.00
1083079-MENUSD		Open P.O. Water Testing				01-8150-0-5800-001-0000-8110-2096	
Check # 718405	69	Check Amt	197.50	Status	Cleared	ARROW BENEFITS GROUP (009731/1)	197.50
DP22-00031		Vision Claims 8/23 - 8/27				69-0000-0-5800-000-0000-6000-0000	
Check # 718406	01	Check Amt	850.94	Status	Cleared	AT&T (AT&TC3/2)	108.81
16915247		Telephone Services				01-0000-0-5903-001-0000-7200-0000	193.80
						01-0000-0-5903-150-0000-2700-0000	22.07
						01-0000-0-5903-155-3100-2700-0000	248.30
						01-0000-0-5903-220-0000-2700-0000	65.16
						01-0000-0-5903-221-0000-2700-0000	83.65
						01-0000-0-5903-246-0000-2700-0000	20.40
						01-0740-0-5903-001-0000-3600-0000	65.74
16915586		Telephone Services				12-6105-0-5903-222-7110-8200-0000	22.61
16915587		Telephone Services				01-0000-0-5903-150-0000-2700-0000	20.40
Check # 718407	01	Check Amt	12,575.70	Status	Printed	CHRISTY WHITE ASSOCIATES (CHRIST/1)	
17121		Open P.O. for Audit Services				01-0000-0-9500- - - - -	6,275.70
17122		Open P.O. for Audit Services				01-0000-0-5801-001-0000-7190-0000	6,300.00
Check # 718408	01	Check Amt	946.01	Status	Printed	CMC (000CMC/1)	
DP22-00028		Athletic Directors Association Membership				01-0000-0-5300-150-1110-4200-0000	40.00
DP22-00029		Rule Books				01-0000-0-4300-150-1110-4200-0000	56.01
DP22-00030		Conference/League Dues				01-0000-0-5300-150-1110-4200-0000	850.00
Check # 718409	01	Check Amt	1,000.00	Status	Cleared	US POSTAL SERVICE (CMRS-FP) (CMRSFP/1)	
106000808076AUG21		Postage for District				01-0000-0-5904-001-0000-7200-0000	1,000.00
Check # 718410	21	Check Amt	2,400.00	Status	Cleared	COAST CONTAINERS (COASCON/1)	
DP22-00032		Annual Rent, 2 Shipping Containers at HS				21-9010-0-5600-150-0000-8500-9912	2,400.00

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 46, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 9/2/2021, Ending Check Date = 9/2/2021, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

Register 000176 - 09/02/2021

Bank Account COUNTY - AP Checks

Payment Id	Comment	Check Amt	Status	Cleared	HIGH TECH HIGH (HIGHTE/1)	2,500.00
Check # 718411	01	Check Amt	Status	Cleared	01- 7425- 0- 5200- 150- 1110- 1000- 9987	2,500.00
20216361529-6966395	PBL Design Camp for Leavitt, Martin					
Check # 718412	13	Check Amt	Status	Cleared	HOPPER DAIRY (HOPPER/1)	561.00
67304028	Dairy for Cafeteria				13- 5310- 0- 4700- 001- 0000- 3700- 0000	333.30
67304083	Dairy for Cafeteria				13- 5310- 0- 4700- 001- 0000- 3700- 0000	227.70
Check # 718413	01	Check Amt	Status	Printed	MOUNTAIN FRESH SPRING WATER (MOUNTA/1)	60.00
6334 JULY K-8	Dispenser Rental				01- 0794- 0- 4300- 220- 1110- 1000- 9009	60.00
Check # 718414	01	Check Amt	Status	Cleared	OFFICE DEPOT (OFFICD/2)	1,431.14
187325722001	Classroom Supplies				01- 0794- 0- 4300- 220- 1110- 1000- 9009	140.55
187325725001	Classroom Supplies				01- 0794- 0- 4300- 220- 1110- 1000- 9009	22.43
188094489001	Classroom Supplies				01- 0794- 0- 4300- 150- 1110- 1000- 9009	173.39
189278541001	Classroom and Office Supplies				01- 0794- 0- 4300- 220- 0000- 2700- 9009	193.49
190050024001	Classroom Supplies				01- 0794- 0- 4300- 220- 1110- 1000- 9009	227.99
190496730001	Classroom and Office Supplies				01- 0794- 0- 4300- 246- 1110- 1000- 9009	93.25
190496730001	Classroom and Office Supplies				01- 0794- 0- 4300- 220- 0000- 2700- 9009	160.66
190496730002	Classroom and Office Supplies				01- 0794- 0- 4300- 220- 1110- 1000- 9009	81.84
190542812001	Classroom Supplies				01- 0794- 0- 4300- 220- 0000- 2700- 9009	14.32
190542813001	Classroom Supplies				01- 0794- 0- 4300- 220- 1110- 1000- 9009	7.30
190542813001	Classroom Supplies				01- 0794- 0- 4300- 220- 1110- 1000- 9009	303.78
190542813001	Classroom Supplies				01- 0794- 0- 4300- 220- 1110- 1000- 9009	12.14
Check # 718415	01	Check Amt	Status	Cleared	PG&E (00PG&E/1)	73.27
8658020613-2 JULY21	Electricity for District				01- 0000- 0- 5510- 246- 0000- 8200- 0000	73.27
Check # 718416	01	Check Amt	Status	Cleared	PROMEVO LLC (PROME/12)	5,969.25
175837	K8 Chromebooks				01- 0000- 0- 4400- 220- 0000- 2420- 1171	5,969.25
Check # 718417	01	Check Amt	Status	Cleared	REDWOOD COAST FUELS (RWCOAS/1)	9,857.78
2313442	Diesel and Regular Fuel for Vehicles and Heating				01- 0740- 0- 4361- 001- 0000- 3600- 0000	4,714.45
2313446	Diesel and Regular Fuel for Vehicles and Heating				01- 1100- 0- 5520- 220- 0000- 8200- 0000	5,680.72
2313451	Diesel and Regular Fuel for Vehicles and Heating				01- 1100- 0- 5520- 150- 0000- 8200- 0000	1,020.85
MFPD APRIL-JUNE 2021	Fire Department Reimburse				01- 0740- 0- 4361- 001- 0000- 3600- 0000	1,558.24
Check # 718418	01	Check Amt	Status	Cleared	SAVVAS LEARNING COMPANY (SAVVAS/1)	36.47
7027642623	Digital Textbook License Renewal				01- 0794- 0- 4100- 150- 1110- 1000- 9009	36.47
Check # 718419	01	Check Amt	Status	Cleared	SCHOOL NURSE SUPPLY INC (SCHNUR/1)	180.64
0849928-IN	Medical Supplies				01- 0794- 0- 4300- 220- 0000- 2700- 9009	180.64
Check # 718420	13	Check Amt	Status	Cleared	SYSCO FOOD SERVICES OF SF INC (SYSCOF/1)	1,285.16
450425128	Cafeteria Food				13- 5310- 0- 4700- 001- 0000- 3700- 0000	601.24
					13- 5310- 0- 4700- 001- 0000- 3700- 8634	683.92

Selection

Sorted by Check Number, Inv #, Include Address=No, (Org = 46, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 9/2/2021,

Ending Check Date = 9/2/2021, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

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Page 2 of 4

Register 000176 - 09/02/2021

Bank Account COUNTY - AP Checks

Payment Id	Comment	Check Amt	Status	Cleared	
Check # 718421	13			1,066.02	UKIAH PAPER SUPPLY INC (UKIAHP/1)
525837				13- 5310-0- 4300- 001- 0000- 3700- 0000	1,066.02
Check # 718422	13			1,200.76	WILD OAK DAIRY (UNNATU/2)
014567658-003				13- 5310-0- 4700- 001- 0000- 3700- 0000	1,200.76
Check # 718423	01			350.00	UNIV OF OREGON ED & COMM SUPT (OUNOFO/1)
INV000062804				01- 0794-0- 5300- 220- 0000- 2700- 9009	350.00
Check # 718424	01			265.19	US BANK CORPORATE PAYMENT SYS (USBANK/2)
DP22-00027				01- 0794-0- 4300- 150- 0000- 2700- 9009	265.19
Check # 718425	13			2,071.11	US FOODS//DEPT 34766 (USFOOD/2)
4135467				13- 5310-0- 4700- 001- 0000- 3700- 0000	1,960.72
				13- 5310-0- 4700- 001- 0000- 3700- 8634	110.39
Check # 718426	01			4,733.02	WAXIE SANITARY SUPPLY (009737/1)
80211509				01- 8150-0- 4300- 150- 0000- 8110- 9987	4,733.02
Check # 718427	01			151.48	XEROX CORPORATION (XEROXC/2)
014133073				01- 0000-0- 5600- 150- 0000- 2420- 0000	151.48
Number of Items	27	52,020.27	Totals for Register 000176		

2022 FUND-OBJ Expense Summary / Register 000176

01-4100	36.47
01-4300	6,726.00
01-4361	3,156.21
01-4400	5,969.25
01-5200	2,642.24
01-5300	1,240.00
01-5510	73.27
01-5520	6,701.57
01-5600	151.48
01-5800	1,737.62
01-5801	6,300.00
01-5903	785.20
01-5904	1,000.00
01-9110*	42,795.01-
01-9500	6,275.70
Totals for Fund 01	42,795.01
	42,795.01-

Selection

Sorted by Check Number, Inv #, Include Address=No, (Org = 46, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 9/2/2021, Ending Check Date = 9/2/2021, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

ESCAPE

ONLINE

Page 3 of 4

2022 FUND-OBJ Expense Summary / Register 000176 (continued)

12-5903	65.74	
12-9110*		65.74-
Totals for Fund 12	65.74	65.74-
13-4300	1,074.62	
13-4700	5,308.90	
13-9110*		6,383.52-
Totals for Fund 13	6,383.52	6,383.52-
21-5600	2,400.00	
21-9110*		2,400.00-
Totals for Fund 21	2,400.00	2,400.00-
63-5500	178.50	
63-9110*		178.50-
Totals for Fund 63	178.50	178.50-
69-5800	197.50	
69-9110*		197.50-
Totals for Fund 69	197.50	197.50-
Totals for Register 000176	52,020.27	52,020.27-

* denotes System Generated entry

Net change to Cash 9110 52,020.27-Credit

Register 000177 - 09/09/2021

Bank Account COUNTY - AP Checks

Payment Id Comment

Check # 718796	63	Check Amt	83.44	Status	Printed	BUCH, ROB A (000030 - Emp)	83.44
EP22-00027		Wireless Mileage					
Check # 718797	63	Check Amt	171.92	Status	Printed	FRIEDLEY, ZACHARY R (001527 - Emp)	
EP22-00028		Mileage 8/3 - 8/11					86.24
EP22-00029		Mileage 8/14 - 8/31					85.68
Check # 718798	01	Check Amt	140.00	Status	Cleared	KENTON, CHRISTINE A (000109 - Emp)	
EP22-00030		DMV Physical, TB Test					
						01-0740-0-5812-001-0000-3600-0000	15.00
						01-0740-0-5813-001-0000-3600-0000	125.00
Check # 718799	21	Check Amt	12,000.00	Status	Printed	ALAMEIDA ARCHITECTURE (ALAMEI/1)	
MUSD 03-03		MHS Construction Administration				21-9010-0-5800-150-0000-8500-9913	12,000.00
Check # 718800	63	Check Amt	3,887.71	Status	Printed	SYNCE/AMAZON (AMAZON/2)	
453367368386		Open PO for Various Supplies				63-0000-0-4300-001-0000-6000-0000	13.74
469345766578		Computer Keyboards, Mice, etc.				01-0000-0-4400-001-0000-2420-1171	359.92
473339593397		Keyboards, Mice, Adapters				01-0000-0-4400-001-0000-2420-1171	485.10
496886473545		Open PO for Various Supplies				63-0000-0-4300-001-0000-6000-0000	529.83
585599776644		Open PO for Various Supplies				63-0000-0-4300-001-0000-6000-0000	118.64
658538875368		Open PO for Various Supplies				63-0000-0-4300-001-0000-6000-0000	199.99
67487835644		Open PO for Various Supplies				63-0000-0-4300-001-0000-6000-0000	29.55
733946559955		Open PO for Various Supplies				63-0000-0-4300-001-0000-6000-0000	12.93
745345789664		File Folders for DO				01-0000-0-4300-001-0000-7200-0000	11.86
783746999596		Keyboards, Mice, Adapters				01-0000-0-4400-001-0000-2420-1171	417.71
944983377848		DO Office Supplies				01-0000-0-4300-001-0000-7200-0000	37.46
963764574699		Open PO for Various Supplies				63-0000-0-4300-001-0000-6000-0000	1,670.98
Check # 718801	01	Check Amt	303.43	Status	Printed	APPLE INC (APPLEC/2)	
AF30936435		MacBook Air HS Shop				01-0635-0-4400-150-3800-1000-1171	303.43
Check # 718802	63	Check Amt	2,342.80	Status	Printed	AT&T (00AT&T/1)	
3871693608		Telephone Services				63-0000-0-5903-001-0000-6000-0000	2,342.80
Check # 718803	63	Check Amt	265.00	Status	Printed	CALL 48 (CALL48/1)	
8856210901		Telephone Services				63-0000-0-5903-001-0000-6000-0000	265.00
Check # 718804	21	Check Amt	7,500.00	Status	Printed	CASH CARPET SERVICE INC. (CASHCA/1)	
198		Carpet and Installation				21-9010-0-6200-150-0000-8500-9912	7,500.00
Check # 718805	01	Check Amt	65,444.76	Status	Printed	GHD INC. (000GHD/2)	
380-0000453		Drinking Water Project through 7/31				01-9017-0-6170-001-0000-8500-0000	65,444.76
Check # 718806	13	Check Amt	158.40	Status	Printed	HOPPER DAIRY (HOPPER/1)	
67304122		Dairy for Cafeteria				13-5310-0-4700-001-0000-3700-0000	158.40
Check # 718807	01	Check Amt	1,100.00	Status	Printed	LEADERSHIP MENDOCINO (LEADER/1)	

Selection

Sorted by Check Number, Inv #, Include Address=No, (Org = 46, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 9/9/2021,

Ending Check Date = 9/9/2021, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

ESCAPE

ONLINE

Page 1 of 4

Register 000177 - 09/09/2021

Bank Account COUNTY - AP Checks

Payment Id	Comment	Check Amt	Status	Printed	LEADERSHIP MENDOCINO (LEADER/1) - continued
Check # 718807	01	1,100.00	Printed	01-0000-0-5200-001-0000-7150-0000	1,100.00
DP22-00034	Class Retreat 9/17 and 9/18				
Check # 718808	01	900.00	Printed	MILLER & NEELY PC (MIL&NE/1)	
6-24-21	KAKX Professional Services			01-6388-0-5800-150-3800-1000-0000	900.00
Check # 718809	01	1,266.80	Printed	PG&E (00PG&E/1)	
6905412483-4AUG2021	Electricity for District			01-0000-0-5510-006-0000-8200-0000	1,266.80
Check # 718810	13	479.20	Printed	Roundman's (ROUND/1)	
26178	Grass Fed Beef			13-5310-0-4700-001-0000-3700-0000	479.20
Check # 718811	01	125.00	Printed	SANFORD J BROWN MD (SBROWN/1)	
DP22-00033	DMV Physical, Cecilia McDonell			01-0740-0-5813-001-0000-3600-0000	125.00
Check # 718812	01	111,084.75	Printed	SISC MEDICAL (SISCME/1)	
SEPTEMBER 2021	Medical Insurance			01-0000-0-9514-000-0000-0000-0000	111,084.75
Check # 718813	01	2,450.00	Printed	SOLIAN (SOLIAN/1)	
20170206	SLP Services, 20-21			01-0079-0-5800-001-0000-3150-0000	2,450.00
Check # 718814	12	63.86	Printed	SOLID WASTE OF WILLITS INC (SOLIDW/1)	
05-229943-1AUG2021	Waste Disposal at Greenwood			12-6105-0-5540-222-7110-8200-0000	63.86
Check # 718815	13	227.95	Printed	UKIAH PAPER SUPPLY INC (UKIAHP/1)	
525985	Paper Products for Cafeteria			13-5310-0-4300-001-0000-3700-0000	227.95
Check # 718816	63	3,060.82	Printed	US BANK CORPORATE PAYMENT SYS (USBANK/2)	
0454188499	Telephone Service			63-0000-0-5903-001-0000-6000-0000	101.32
0607225-IN	Specialized Services			63-0000-0-5800-001-0000-6000-0000	115.64
25807	Roof Mount Rubber Mat Layer			63-0000-0-4300-001-0000-6000-0000	156.54
427841504	Specialized Services			63-0000-0-4300-001-0000-6000-0000	10.08
438826-5	Equipment Rental			63-0000-0-5800-001-0000-6000-0000	212.00
787011	Routers			63-0000-0-5600-001-0000-6000-0000	218.40
8VF05655WP994021V	Specialized Services			63-0000-0-4300-001-0000-6000-0000	1,242.57
BAR10723-9444-56114	Barebones.com			63-0000-0-5800-001-0000-6000-0000	38.00
D11833847	Final Jostens Invoice			01-0794-0-4300-150-0000-2700-9009	29.99
I-32427	Yearly Subscription			63-0000-0-5800-001-0000-6000-0000	32.36
TOR82946199M960020	Specialized Services			63-0000-0-5800-001-0000-6000-0000	576.00
Check # 718817	13	548.88	Cleared	US FOODS//DEPT 34766 (USFOOD/2)	338.00
4283327	Cafeteria Food and Snack			13-5310-0-4700-001-0000-3700-0000	463.64
				13-5310-0-4700-001-0000-3700-8634	85.24
Check # 718818	63	265.12	Printed	VERIZON WIRELESS (VERIZO/1)	
9418330386	Phone Services			01-0000-0-5902-001-0000-7150-0000	57.47
Selection	Sorted by Check Number, Inv #, Include Address-No, (Org = 46, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 9/9/2021, Ending Check Date = 9/9/2021, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)				

Register 000177 - 09/09/2021

Bank Account COUNTY - AP Checks

Payment Id	Check #	Check Amt	Status	Printed	VERIZON WIRELESS (VERIZO1) - continued	
9418330386	63				01- 1100- 0- 5902- 220- 0000- 2420- 6500	27.46
					01- 8150- 0- 5902- 001- 0000- 8110- 0000	70.03
					63- 0000- 0- 5902- 001- 0000- 6000- 0000	110.16

Number of Items

23

213,869.84

Totals for Register 000177

2022 FUND-OBJ Expense Summary / Register 000177

01-4300	81.68	
01-4400	1,566.16	
01-5200	1,100.00	
01-5510	1,266.80	
01-5800	3,350.00	
01-5812	15.00	
01-5813	250.00	
01-5902	154.96	
01-6170	65,444.76	
01-9110*		184,314.11-
01-9514	111,084.75	
Totals for Fund 01	184,314.11	184,314.11-
12-5540	63.86	
12-9110*		63.86-
Totals for Fund 12	63.86	63.86-
13-4300	227.95	
13-4700	1,186.48	
13-9110*		1,414.43-
Totals for Fund 13	1,414.43	1,414.43-
21-5800	12,000.00	
21-6200	7,500.00	
21-9110*		19,500.00-
Totals for Fund 21	19,500.00	19,500.00-
63-4300	3,984.85	
63-5200	255.36	
63-5600	218.40	
63-5800	1,309.63	

Selection

Sorted by Check Number, Inv #, Include Address=No, (Org = 46, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 9/9/2021, Ending Check Date = 9/9/2021, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

ESCAPE

ONLINE

Page 3 of 4

2022 FUND-OBJ Expense Summary / Register 000177 (continued)

63-5902	110.16	
63-5903	2,709.12	
63-9110*		8,577.44-
63-9550*		10.08-
Totals for Fund 63	8,587.52	8,587.52-
Totals for Register 000177	213,879.92	213,879.92-

* denotes System Generated entry

Net change to Cash 9110 213,869.84- Credit

Register 000178 - 09/16/2021

Bank Account COUNTY - AP Checks

Payment Id Comment

Check # 719153	12	Check Amt	149.90	Status	Printed	BALLARD, JESSICA C (000273 - Emp)	149.90
EP22-00041		Zoom Subscription, Annual				12- 6105- 0- 5800- 222- 7110- 1000- 0000	
Check # 719154	01	Check Amt	49.95	Status	Printed	DAKERS, LA VIVA N (000048 - Emp)	49.95
EP22-00037		CPR/First Aid Training				01- 0000- 0- 5200- 150- 1110- 4200- 0000	
Check # 719155	01	Check Amt	194.08	Status	Printed	DRAYER, JESSICA (000559 - Emp)	194.08
EP22-00040		Classroom Supplies				01- 0794- 0- 4300- 220- 1110- 1000- 9009	
Check # 719156	01	Check Amt	106.18	Status	Cleared	GRINBERG, HANNAH R (000269 - Emp)	106.18
EP22-00031		Classroom Books				01- 6300- 0- 4100- 220- 1110- 1000- 0000	
Check # 719157	01	Check Amt	1,009.50	Status	Cleared	JIMENEZ, MARTHA C (001455 - Emp)	1,009.50
EP22-00033		Food and Fuel Cards for Families				01- 0001- 0- 4300- 001- 0000- 3130- 1137	850.00
EP22-00036		Parenting Curriculum				01- 3010- 0- 4300- 220- 0000- 3130- 0000	159.50
Check # 719158	01	Check Amt	101.21	Status	Cleared	LUCIER, LAURA E (000022 - Emp)	101.21
EP22-00038		Composition Notebooks				01- 0794- 0- 4300- 220- 1110- 1000- 9009	39.18
EP22-00039		Classroom Supplies				01- 0794- 0- 4300- 220- 1110- 1000- 9009	62.03
Check # 719159	01	Check Amt	30.00	Status	Cleared	MEYER LANCE, KAMALA (000115 - Emp)	30.00
EP22-00035		Postage Stamps				01- 0000- 0- 5904- 001- 0000- 7200- 0000	30.00
Check # 719160	01	Check Amt	32.75	Status	Printed	PLOCHER, DARCIE A (000168 - Emp)	32.75
EP22-00032		Classroom Supplies				01- 0794- 0- 4300- 220- 1110- 1000- 9009	32.75
Check # 719161	01	Check Amt	361.36	Status	Cleared	RENSLOW, BETH A (000245 - Emp)	361.36
EP22-00034		Classroom Supplies				01- 0794- 0- 4300- 220- 1110- 1000- 9009	361.36
Check # 719162	01	Check Amt	87.29	Status	Printed	A-Z BUS SALES INC (A-ZBUS/3)	87.29
02P484925		Bus #1, Repair Parts				01- 0740- 0- 4365- 001- 0000- 3600- 0000	87.29
Check # 719163	01	Check Amt	199.26	Status	Printed	ADVANCED SECURITY SYSTEMS (ADVSEC/1)	199.26
577189		Security and Monitoring				01- 8150- 0- 5800- 001- 0000- 8110- 2089	199.26
Check # 719164	01	Check Amt	420.00	Status	Printed	ALPHA ANALYTICAL LABS INC (ALPHA/1)	420.00
1092009-MENUSD		Open P.O. Water Testing				01- 8150- 0- 5800- 001- 0000- 8110- 2096	420.00
Check # 719165	01	Check Amt	973.80	Status	Printed	APPLE INC (APPLEC/2)	973.80
AF35309095		MacBook Air HS Shop				01- 0635- 0- 4400- 150- 3800- 1000- 1171	973.80
Check # 719166	01	Check Amt	864.00	Status	Printed	COMMUNITY CENTER OF MENDOCINO (COMMUN/1)	864.00
DP22-00058		Session 1 Scholarships				01- 7425- 0- 5800- 001- 1110- 4900- 8343	864.00
Check # 719167	01	Check Amt	524.62	Status	Cleared	CUMMINS PACIFIC LLC (CUMMIN/2)	524.62
Y7-1900		Bus Repair #15				01- 0740- 0- 4365- 001- 0000- 3600- 0000	160.12
						01- 0740- 0- 5600- 001- 0000- 3600- 0000	364.50
Check # 719168	01	Check Amt	2,200.00	Status	Printed	DR. KATHRYN FUTTERMAN (KFUTTE/1)	2,200.00

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 46, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 9/16/2021, Ending Check Date = 9/16/2021, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

ESCAPE ONLINE

Page 1 of 6

Register 000178 - 09/16/2021

Bank Account COUNTY - AP Checks

Payment Id	Comment	Check #	Check Amt	Status	Printed	DR. KATHRYN FUTTERMAN (KFUTTE/1) - continued	2,200.00	2,200.00
Check # 719168	01	APRIL - SEPT 2021	Student Services	01-0100-0-5800-001-5760-3900-0103	Printed	2,200.00	2,200.00	2,200.00
Check # 719169	12	21388A	Water Monitoring, Greenwood	12-6105-0-5530-222-7110-8200-0000	Printed	321.59	321.59	67.08
21482			Water Monitoring, Greenwood	12-6105-0-5530-222-7110-8200-0000	Printed			254.51
Check # 719170	01	1865-2561-4	Garbage Collection	01-0000-0-5540-150-0000-8200-0000	Printed	3,822.76	3,822.76	1,701.41
				01-0000-0-5540-220-0000-8200-0000	Printed			1,606.76
1866-2561-2			Garbage Collection	01-0000-0-5540-001-0000-8200-0000	Printed			369.34
1873-2561-8			Garbage Collection	01-0000-0-5540-221-0000-8200-0000	Printed			45.00
2737060-2561-9			Garbage Collection	01-0000-0-5540-246-0000-8200-0000	Printed			100.25
Check # 719171	01	AUGUST 2021	Water Testing, Treatment	01-8150-0-5800-001-0000-8110-2096	Printed	1,590.00	1,590.00	1,590.00
Check # 719172	01	1116476558	Heating Fuel, Multiple Sites	01-1100-0-5520-150-0000-8200-0000	Printed	1,387.83	1,387.83	284.96
1116498397			Heating Fuel, Multiple Sites	01-1100-0-5520-150-0000-8200-0000	Printed			547.79
1116598335			Heating Fuel, Multiple Sites	01-1100-0-5520-220-0000-8200-0000	Printed			555.08
Check # 719173	01	1307324	Open PO for Classified Advertising	01-0000-0-5811-001-0000-7200-0000	Printed	2,234.06	2,234.06	2,234.06
Check # 719174	01	3768	Bus Repair Parts	01-0740-0-4365-001-0000-3600-0000	Printed	590.87	590.87	590.87
Check # 719175	01	49062 8-31-21	Welcome Back Gathering	01-0000-0-4300-001-0000-7200-0000	Printed	1,121.19	1,121.19	69.14
49495 8-21			Principal's Discretionary Items	01-0000-0-4300-150-0000-2700-9075	Printed			140.49
49495 AUG 21			Office Supplies	01-0794-0-4300-150-0000-2700-9009	Printed			17.81
49495 AUGUST 21			Keys to Portables, Spray Paint for Parking	21-9010-0-4300-150-0000-8500-9912	Printed			17.45
49496 AUGUST 2021			Custodial Supplies	01-0000-0-4300-001-0000-8200-0000	Printed			95.28
49497 AUGUST 2021			Supplies	63-0000-0-4300-001-0000-6000-0000	Printed			143.93
8-21 49495			Classroom Supplies	01-0794-0-4300-150-1110-1000-9009	Printed			42.75
8-31-21 49062			Maintenance, Transportation, Cafeteria Supplies	13-5310-0-4700-001-0000-3700-0000	Printed			282.30
AUG 21 49495			MUSE Culinary	01-9003-0-4300-150-3800-1000-8359	Printed			312.04
Check # 719176	13	67304164	Dairy for Cafeteria	13-5310-0-4700-001-0000-3700-0000	Printed	158.40	158.40	158.40
Check # 719177	01	487458082521	Classroom Supplies	01-0794-0-4300-220-1110-1000-9009	Printed	73.70	73.70	73.70
Check # 719178	01			MATH LEARNING CENTER (MATHLE/1)	Printed	289.49	289.49	

Register 000178 - 09/16/2021					Bank Account COUNTY - AP Checks				
Payment Id	Comment								
Check # 719178	01	Check Amt	289.49	Status Printed	MATH LEARNING CENTER (MATHLE/1) - continued				
INV8164		4th Grade Math Books			01-0794-0-4100-220-1110-1000-9009				289.49
Check # 719179	13	Check Amt	204.00	Status Printed	MENDOCINO COAST PRODUCE (MCOPRO/2)				
25626		Produce for Cafeteria			13-5310-0-4700-001-0000-3700-0000				204.00
Check # 719180	01	Check Amt	515.79	Status Printed	NCR&E (NCR&E/1)				
60511		Refrigerator Repair			01-8150-0-4300-001-0000-8110-0000				290.79
					01-8150-0-5600-001-0000-8110-0000				225.00
Check # 719181	01	Check Amt	403.20	Status Printed	PAUL JENNINGS (PJENNI/1)				
DP22-00042		Student Transportation for SPED Services			01-0740-0-5800-150-5760-1120-0000				403.20
Check # 719182	21	Check Amt	4,000.00	Status Printed	PHILIP MORTON INSPECTION (PHILIP/1)				
AUGUST 2021		Temporary Building Project			21-9010-0-6200-150-0000-8500-9912				4,000.00
Check # 719183	01	Check Amt	84.00	Status Printed	POSTMASTER - COMPTCHE (POSTCO/1)				
DP22-00044		PO Box #144, Comptche			01-0000-0-5600-221-0000-2700-0000				84.00
Check # 719184	01	Check Amt	84.00	Status Printed	POSTMASTER - MENDOCINO (POSTME/1)				
DP22-00045		PO Box 1154, Annual Rent			01-0000-0-5600-001-0000-7200-0000				84.00
Check # 719185	21	Check Amt	17,181.13	Status Printed	QUATTROCCHI KWOK ARCHITECTS (QUATTR/1)				
22471		MHS Bond Architectural Services			21-9010-0-6200-150-0000-8500-9911				9,144.13
22472		MHS Bond Architectural Services			21-9010-0-6200-150-0000-8500-9912				8,037.00
Check # 719186	01	Check Amt	1,310.31	Status Printed	RHOADS AUTO PARTS INC. (RHOADS/1)				
3140 AUGUST 2021		Auto and Bus Repair Parts			01-0740-0-4365-001-0000-3600-0000				840.15
					01-8150-0-4300-001-0000-8110-0000				470.16
Check # 719187	21	Check Amt	2,980.80	Status Cleared	SHN CONSULTING ENGINEERS (SHNCON/1)				
110377		HS Boundary Survey, July Services			21-9010-0-6200-150-0000-8500-9911				2,980.80
Check # 719188	01	Check Amt	922.20	Status Printed	SPORT & CYCLE TEAM ATHLETICS (SPORT&/1)				
224484-83-85-86		Soccer Balls, Volleyballs			01-0000-0-4300-150-1110-4200-0000				922.20
Check # 719189	01	Check Amt	2,869.66	Status Cleared	SPRING, SARA (SSPRIN/1)				
DP22-00035		Student Services			01-0100-0-5800-001-5760-3900-0102				2,869.66
Check # 719190	01	Check Amt	224.00	Status Printed	CA DEPT OF JUSTICE (STOFCE/1)				
530193		Fingerprinting			01-0000-0-5814-001-0000-7200-0000				224.00
Check # 719191	01	Check Amt	2,400.00	Status Printed	SUMMIT ENGINEERING (SUMMIT/1)				
DP22-00043		Construction Documents, Electric Bus Chargers			01-0000-0-5800-001-0000-3600-7237				2,400.00
Check # 719192	01	Check Amt	476.22	Status Printed	U.S. CELLULAR (USCELL/1)				
0459904057		High School Hot Spots			01-0000-0-5900-001-0000-2420-9987				476.22
Check # 719193	01	Check Amt	793.12	Status Printed	WILD OAK DAIRY (UNNATU/2)				

Register 000178 - 09/16/2021

Bank Account COUNTY - AP Checks

Payment Id	Comment	Check #	Check Amt	793.12	Status	Printed	WILD OAK DAIRY (UNNATU/2) - continued	793.12
014586247-003	Culinary Class Supplies	01		793.12	Status	Printed	01-9003-0-4300-150-3800-1000-8359	793.12
10796564	SPED Tests	01		10,109.15	Status	Printed	01-0811-0-4300-001-5760-1120-0000	58.59
111-0263432-5712224	Classroom Textbooks						01-0811-0-4300-001-5760-1120-0000	803.52
111-2196442-0028216	Classroom Supplies						01-6300-0-4100-150-1110-1000-0000	359.14
111-3735079-8152233	Office Supplies						01-0794-0-4300-150-1110-1000-9009	148.80
111-7142308-2952230	Classroom Textbooks						01-0794-0-4300-150-0000-2700-9009	269.38
111-8270790-0053855	Classroom Supplies						01-6300-0-4100-150-1110-1000-0000	1,280.45
18606151	Office Supplies						01-0794-0-4300-150-1110-1000-9009	172.92
18683414	Office Supplies						01-0794-0-4300-150-0000-2700-9009	38.82
432B1FEC-0010	Edpuzzle Subscription						01-0794-0-4300-150-0000-2700-9009	31.27
635401677	Woodshop Textbooks						01-0794-0-5800-150-1110-1000-9009	11.50
635401678	Woodshop Textbooks						01-6300-0-4100-150-3800-1000-0000	9.70
635401679	Woodshop Textbooks						01-6300-0-4100-150-3800-1000-0000	15.66
635402308	Woodshop Textbooks						01-6300-0-4100-150-3800-1000-0000	91.52
635402311	Woodshop Textbooks						01-6300-0-4100-150-3800-1000-0000	13.92
635402314	Woodshop Textbooks						01-6300-0-4100-150-3800-1000-0000	6.21
635402315	Woodshop Textbooks						01-6300-0-4100-150-3800-1000-0000	16.41
635402316	Woodshop Textbooks						01-6300-0-4100-150-3800-1000-0000	7.39
DP22-00036	Student Internet, Multiple Families						01-6300-0-4100-150-3800-1000-0000	26.66
DP22-00037	Welcome Back Gathering						01-0000-0-5900-001-0000-2420-9987	2,495.99
DP22-00038	Welcome Back Gathering						01-0000-0-4300-001-0000-7200-0000	556.88
DP22-00039	Jason Office Supplies						01-0000-0-4300-001-0000-7200-0000	320.00
DP22-00040	SPED Online Scoring Subscription						01-0000-0-4300-001-0000-7150-0000	86.58
DP22-00046	Edpuzzle pro, Acker subscription						01-0811-0-5800-001-5760-1120-0000	55.00
DP22-00047	Gopher, Field Hockey Set						01-0794-0-5800-150-1110-1000-9009	11.50
DP22-00048	cleanfeed subscription, monthly						01-0795-0-4300-150-1110-1000-0000	882.24
DP22-00049	Woodshop Textbooks						01-0794-0-5800-150-3800-1000-9009	22.00
DP22-00050	Woodshop Textbooks						01-6300-0-4100-150-3800-1000-0000	13.06
DP22-00051	Woodshop Textbooks						01-6300-0-4100-150-3800-1000-0000	10.24
DP22-00052	Woodshop Textbooks						01-6300-0-4100-150-3800-1000-0000	20.42
DP22-00053	Back to School Lunch						01-6300-0-4100-150-3800-1000-0000	29.11
DP22-00054	Classroom Supplies						01-0000-0-4300-150-0000-2700-9075	76.10
DP22-00055	Staff Lunch						01-0794-0-4300-150-1110-1000-9009	37.70
DP22-00056	1 year IXL Classroom License						01-0000-0-4300-150-0000-2700-9075	260.02
DP22-00057	Classroom Supplies						01-7425-0-5800-150-1110-1000-9987	959.00
DP22-00059	Soundtrap						01-0794-0-5800-150-1110-1000-9009	12.00
							01-0000-0-5800-001-1110-1000-8109	292.15

Selection

Sorted by Check Number, Inv #, Include Address=No, (Org = 46, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 9/16/2021,

Ending Check Date = 9/16/2021, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

ESCAPE ONLINE

Page 4 of 6

Register 000178 - 09/16/2021

Bank Account COUNTY - AP Checks

Payment Id	Comment	Check Amt	10,109.15	Status	Printed	US BANK CORPORATE PAYMENT SYS (USBANK/2) - continued	
Check # 719194	01						
DP22-00059	Soundtrap				01- 7425- 0- 5800- 150- 3800- 1000- 8167		292.15
ISG-262261	Industrial Safety Gear				01- 0000- 0- 4300- 150- 0000- 2700- 9075		25.57
					01- 0000- 0- 4300- 150- 0000- 2700- 9075		373.74
Check # 719195	13		383.23	Status	Cleared	US FOODS//DEPT 34766 (USFOOD/2)	
4428541	Cafeteria Food and Snack				13- 5310- 0- 4700- 001- 0000- 3700- 0000		518.50
5948923	Cafeteria Food and Snack				13- 5310- 0- 4700- 001- 0000- 3700- 0000		135.27-
Check # 719196	01		9,536.11	Status	Printed	WAXIE SANITARY SUPPLY (009737H)	
80263922	Custodial Supplies				01- 0000- 0- 4300- 001- 0000- 8200- 0000		6,970.32
					01- 0000- 0- 4300- 001- 0000- 8200- 9987		199.28
DP22-00041	Air Purifier for High School				01- 8150- 0- 4300- 150- 0000- 8110- 9987		2,366.51
Check # 719197	01		157.45	Status	Printed	WILLITS POWER (WILLIT/2)	
804275	Maintenance Supplies				01- 8150- 0- 4300- 001- 0000- 8110- 0000		60.39
804441	Maintenance Supplies				01- 8150- 0- 4300- 001- 0000- 8110- 0000		97.06
Check # 719198	01		1,008.30	Status	Printed	XEROX CORPORATION (XEROXC/2)	
014268175	Copy Machine Rental				01- 0000- 0- 5600- 155- 0000- 2700- 0000		150.79
014268177	Copy Machine Rental				01- 0000- 0- 5600- 150- 0000- 2420- 0000		170.27
014268178	Copy Machine Rental				01- 0000- 0- 5600- 001- 0000- 7200- 0000		250.04
014268179	Copy Machine Rental				01- 0000- 0- 5600- 150- 0000- 2700- 0000		385.84
014268183	Copy Machine Rental				12- 6105- 0- 5600- 222- 7110- 1000- 0000		51.36

Number of Items 46

Totals for Register 000178 74,536.46

2022 FUND-OBJ Expense Summary / Register 000178

01-4100	2,295.56
01-4300	18,762.07
01-4365	1,678.43
01-4400	973.80
01-5200	49.95
01-5520	1,387.83
01-5540	3,822.76
01-5600	1,714.44
01-5800	12,601.42
01-5811	2,234.06
01-5814	224.00
01-5900	2,972.21
01-5904	30.00

Selection

Sorted by Check Number, Inv #, Include Address=No, (Org = 46, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 9/16/2021, Ending Check Date = 9/16/2021, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

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Page 5 of 6

046 - Mendocino Unified School District

Generated for Tiffany Grant (TGRANT), Sep 21 2021 1:30PM

Register 000178 - Fund/Obj Expense Summary

Bank Account COUNTY - AP Checks

2022 FUND-OBJ Expense Summary / Register 000178 (continued)

01-9110*	48,662.37-
01-9550*	84.16-
Totals for Fund 01	48,746.53
12-5530	321.59
12-5600	51.36
12-5800	149.90
12-9110*	522.85-
Totals for Fund 12	522.85-
13-4700	1,027.93
13-9110*	1,027.93-
Totals for Fund 13	1,027.93-
21-4300	17.45
21-6200	24,161.93
21-9110*	24,179.38-
Totals for Fund 21	24,179.38-
63-4300	143.93
63-9110*	143.93-
Totals for Fund 63	143.93-
Totals for Register 000178	74,620.62
	74,620.62-
* denotes System Generated entry	
Net change to Cash 9110	74,536.46-Credit

Register 000179 - 09/23/2021				Bank Account COUNTY - AP Checks
Payment Id	Comment	Check Amt	Status	Cleared
Check # 719690	63			1,708.20
DP22-00060	Customer Refund from MCN		63-0000-0-5800-001-0000-6000-0000	1,708.20
Check # 719691	63			30.00
DP22-00061	Customer Refund from MCN		63-0000-0-5800-001-0000-6000-0000	30.00
Check # 719692	63			77.28
EP22-00042	Wireless Mileage 8/20 - 9/2		63-0000-0-5200-001-0000-6000-0000	77.28
Check # 719693	01			772.54
EP22-00045	Food Cards for FRC Families		01-0001-0-4300-001-0000-3130-1137	750.00
EP22-00048	Lamp for Counseling Office		01-0811-0-4300-150-5760-3110-0000	22.54
Check # 719694	01			105.70
EP22-00050	2 Outdoor Umbrellas		01-0794-0-4300-246-1110-1000-9009	105.70
Check # 719695	01			107.79
EP22-00049	Classroom Supplies		01-0794-0-4300-220-5760-1120-9009	107.79
Check # 719696	13			216.95
EP22-00046	Cafeteria Food		13-5310-0-4700-001-0000-3700-0000	189.95
Check # 719697	63			185.92
EP22-00043	Dispatch Mileage 8/10 - 8/26		63-0000-0-5200-001-0000-6000-0000	92.96
EP22-00044	Dispatch Mileage 8/27 - 9/3		63-0000-0-5200-001-0000-6000-0000	92.96
Check # 719698	01			65.28
EP22-00047	Counseling Office Items and Mileage		01-0811-0-4300-150-5760-3110-0000	31.68
Check # 719699	01			1,350.89
01P710066	Bus #1, Repair Parts		01-0740-0-4365-001-0000-3600-0000	1,350.89
Check # 719700	01			4,648.51
AF34559195	Laptops for Emily, James E., Laura L.		01-0000-0-4400-150-1110-2420-1171	606.87
AF34627675	Laptop for Erik Rain		01-0000-0-4400-155-3300-2420-1171	303.43
AF35759807	Laptop for Erik Rain		01-0000-0-4400-150-1110-2420-1171	536.51
Check # 719701	59			229.00
DP22-00063	Vision Claims 9/13 - 9/17		69-0000-0-5800-000-0000-6000-0000	229.00
Check # 719702	63			200.18
707937-40496539 8-21	Telephone Services		63-0000-0-5903-001-0000-6000-0000	200.18

Register 000179 - 09/23/2021

Bank Account COUNTY - AP Checks

Payment Id	Comment	Check #	Check Amt	1,809.54	Status	Cleared	BALTIC NETWORKS (BALTIC/1)	
1000239083	Supplies	63					63-0000-0-4300-001-0000-6000-0000 63-0000-0-4300-001-0000-6000-0000	1,809.54 139.78
Check # 719704		63	Check Amt	1,952.44	Status	Cleared	BANDWIDTH INC. (BANDWI/1)	
BWUS10572870	Open Purchase Order for Telephone Services						63-0000-0-5903-001-0000-6000-0000	1,952.44
Check # 719705		63	Check Amt	2,223.00	Status	Cleared	BEST BEST & KRIEGER (BESTBE/1)	
914386	Legal Services						63-0000-0-5802-001-0000-6000-0000	2,223.00
Check # 719706		63	Check Amt	5,000.00	Status	Cleared	BRS MEDIA INC. /IRRPNET (BRSMED/1)	
MCNORG 9-15-21	Services						63-0000-0-5800-001-0000-6000-0000	5,000.00
Check # 719707		21	Check Amt	540.00	Status	Cleared	BRUNSON ASSOCIATES INC (BRUNSI/1)	
3860	Geologist Fees						21-9010-0-5800-150-0000-8500-9911	540.00
Check # 719708		01	Check Amt	442.96	Status	Cleared	DELL MARKETING LP (DELLMA/2)	
10518313253	K8 Security Monitor						01-0000-0-4400-220-0000-2700-1171	442.96
Check # 719709		01	Check Amt	360.00	Status	Cleared	DEMATTEO, PATTIE (PDEMATH/1)	
5129	Bank Reconciliations and Board Reports						01-0794-0-5800-220-0000-2700-9009	240.00
5130	Bank Reconciliations and Board Reports						01-0794-0-5800-220-0000-2700-9009	120.00
Check # 719710		63	Check Amt	28.00	Status	Cleared	FEDERAL EXPRESS CORP. (FEDEXC/1)	
7-489-04683	Shipping Services						63-0000-0-5904-001-0000-6000-0000	28.00
Check # 719711		01	Check Amt	1,462.39	Status	Cleared	CYPRESS HOLDINGS INC (HARVES/2)	
49494 08-21	Maintenance, Transportation, Cafeteria Supplies						01-8150-0-4300-001-0000-8110-0000	1,162.38
49494 AUGUST 21	HS Bond Items						21-9010-0-4300-150-0000-8500-9912	163.04
AUG 2021 49494	Picnic Tables K8						01-7422-0-4300-220-0000-8110-9987	136.97
Check # 719712		63	Check Amt	300.00	Status	Cleared	HELEN & CO. ADVERTISING, INC. (HELEN&/1)	
6600	Advertising on MTA						63-0000-0-5811-001-0000-6000-0000	300.00
Check # 719713		13	Check Amt	349.80	Status	Cleared	HOPPER DAIRY (HOPPER/1)	
67304222	Dairy for Cafeteria						13-5310-0-4700-001-0000-3700-0000	174.90
67304281	Dairy for Cafeteria						13-5310-0-4700-001-0000-3700-0000	174.90
Check # 719714		01	Check Amt	182.00	Status	Cleared	IXL LEARNING (IXLEAV/1)	
S415611	IXL Account and Licenses						01-7422-0-5800-150-1110-1000-9987	182.00
Check # 719715		01	Check Amt	3,900.00	Status	Cleared	JOHN M DAVIS (JMDAVI/1)	
9-15-21	Student Services						01-0100-0-5800-001-5760-3900-0103	3,900.00
Check # 719716		01	Check Amt	120.00	Status	Cleared	KEMPER ENVIRONMENTAL (KEMPER/1)	
2146	Water Testing						01-8150-0-5800-001-0000-8110-2096	120.00
Check # 719717		01	Check Amt	78.77	Status	Cleared	KULLY SUPPLY (KULLYS/1)	
556777	Plumbing Supplies						01-8150-0-4300-001-0000-8110-0000	78.77

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 46, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 9/23/2021, Ending Check Date = 9/23/2021, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

ESCAPE ONLINE
Page 2 of 6

Register 000179 - 09/23/2021

Bank Account COUNTY - AP Checks

Payment Id	Comment	Check Amt	78.77	Status	Cleared	KULLY SUPPLY (KULLYS/1) - continued	
Check # 719717	01	Plumbing Supplies	556777	01-8150-0-4300-001-0000-8110-0000	5.53		
Check # 719718	01	Check Amt	338.89	Status	Cleared	LEARNING WITHOUT TEARS (LEARNW/1)	
INV124001		Cursive Handwriting Books		01-6300-0-4100-220-1110-1000-0000	338.89		
Check # 719719	01	Check Amt	214.50	Status	Cleared	MATH LEARNING CENTER (MATHLE/1)	
CR9583		Credit Memo		01-0000-0-4100-220-1110-1000-9009	75.00-		
INV6155		Math Workbooks		01-0000-0-4100-220-1110-1000-9009	289.50		
Check # 719720	01	Check Amt	301.35	Status	Cleared	MENDES SUPPLY COMPANY (MENDES/1)	
M216438		Custodial Supplies		01-0000-0-4300-001-0000-8200-0000	301.35		
Check # 719721	01	Check Amt	2,192.52	Status	Cleared	MENDOCINO CITY COMM. SERV'S (MCITYC/1)	
R06900		Sewer Service		01-0000-0-5530-001-0000-8200-0000	709.92		
R06932		Sewer Service		63-0000-0-5530-001-0000-6000-0000	121.44		
R06942		Sewer Service		01-0000-0-5530-001-0000-8200-0000	1,021.11		
R06946		Sewer Service		01-0000-0-5530-001-0000-8200-0000	95.13		
R06973		Sewer Service		01-0000-0-5530-001-0000-8200-0000	244.92		
Check # 719722	63	Check Amt	365.00	Status	Cleared	MENDO COAST CHAMF OF COMM (MCOCHA/1)	
2072		Membership Dues		63-0000-0-5300-001-0000-6000-0000	365.00		
Check # 719723	13	Check Amt	172.00	Status	Cleared	MENDOCINO COAST PRODUCE (MCOPRO/2)	
25671		Produce for Cafeteria		13-5310-0-4700-001-0000-3700-0000	172.00		
Check # 719724	01	Check Amt	316.68	Status	Cleared	PG&E (00PG&E/1)	
0483535710-6AUG2021		Electricity for District		01-0000-0-5510-150-0000-8200-0000	316.68		
Check # 719725	01	Check Amt	4,521.39	Status	Cleared	PG&E (00PG&E/1)	
4668452137-3AUG21		Electricity for District		01-0000-0-5510-001-0000-8200-0000	643.49		
				01-0000-0-5510-150-0000-8200-0000	2,751.53		
				01-0000-0-5510-220-0000-8200-0000	14.19		
				01-0000-0-5510-221-0000-8200-0000	220.61		
				01-0000-0-5510-223-0000-8200-0000	10.84		
				01-0740-0-5510-001-0000-8200-0000	306.39		
				12-6105-0-5510-222-7110-8200-0000	574.34		
Check # 719726	01	Check Amt	3,490.74	Status	Cleared	REDWOOD COAST FUELS (RWCOAS/1)	
2312908		Diesel and Regular Fuel for Vehicles and Heating		01-0740-0-4361-001-0000-3600-0000	1,649.27		
2312909		Diesel and Regular Fuel for Vehicles and Heating		01-1100-0-5520-220-0000-8200-0000	1,841.47		
Check # 719727	01	Check Amt	3,920.00	Status	Cleared	REDWOOD EMPIRE OFFICIALS ASSN (RWEMPI/1)	
DP22-00062		Athletic Fees, Fall Season		01-0000-0-5300-150-1110-4200-0000	3,920.00		
Check # 719728	21	Check Amt	541.25	Status	Cleared	RINCON CONSULTANTS INC. (RINCOCH/1)	
33302		HS Bond Project		21-9010-0-5800-150-0000-8500-9911	541.25		

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046 - Mendocino Unified School District

Generated for Tiffany Grant (TGRANT), Oct 13 2021 12:30PM

Register 000179 - 09/23/2021

Bank Account COUNTY - AP Checks

Payment Id	Comment	Check #	Check Amt	2,252.79	Status	Cleared	ROSSI BUILDING MATERIALS (ROSSIB/1)	
2105-028944	Open PO for Supplies	01					63-0000-0-4300-001-0000-6000-0000	57.74
2105-040179	Open PO for Supplies						63-0000-0-4300-001-0000-6000-0000	39.16
2108-084536	Open PO for Supplies						63-0000-0-4300-001-0000-6000-0000	86.66
2108-085264	Open PO for Supplies						63-0000-0-4300-001-0000-6000-0000	55.70
2108-087248	Open PO for Supplies						63-0000-0-4300-001-0000-6000-0000	101.99
2108-089269	Open PO for Supplies						63-0000-0-4300-001-0000-6000-0000	110.63
2108-089565	Open PO for Supplies						63-0000-0-4300-001-0000-6000-0000	31.24
2108-090004	Open PO for Supplies						63-0000-0-4300-001-0000-6000-0000	31.35
2108-090728	Open PO for Supplies						63-0000-0-4300-001-0000-6000-0000	58.23
2108-091417	Open PO for Supplies						63-0000-0-4300-001-0000-6000-0000	44.55
2108-092896	Open PO for Supplies						63-0000-0-4300-001-0000-6000-0000	241.19
2108-093796	Maintenance Supplies						01-8150-0-4300-001-0000-8110-0000	102.85
2108-093796A	Covid Supplies						01-7422-0-4300-001-0000-8110-9987	986.06
2108-095486	Open PO for Supplies						63-0000-0-4300-001-0000-6000-0000	30.14
2108-098303	Open PO for Supplies						63-0000-0-4300-001-0000-6000-0000	64.91
2108-098712	Sink Project for Portables						21-9010-0-4300-150-0000-8500-9912	74.50
2108-101652	Open PO for Supplies						63-0000-0-4300-001-0000-6000-0000	135.89
Check # 719730		13	Check Amt	397.80	Status	Cleared	SAFEWAY INC. (SAFEWA/2)	
151360 AUGUST 2021	Cafeteria Food						13-5310-0-4700-001-0000-3700-0000	331.50
							13-5310-0-4700-001-0000-3700-8634	66.30
Check # 719731		01	Check Amt	45.00	Status	Cleared	SCHOOL & COLLEGE LEGAL SVCS (SCHAND/1)	
IN22-00651	Workshop Fee						01-6500-0-5200-220-5001-2100-6535	45.00
Check # 719732		13	Check Amt	1,301.05	Status	Cleared	SYS CO FOOD SERVICES OF SF INC (SYS COF/1)	
450465278	Cafeteria Food						13-5310-0-4700-001-0000-3700-0000	875.79
							13-5310-0-4700-001-0000-3700-8634	425.26
Check # 719733		63	Check Amt	2,983.07	Status	Cleared	TPX COMMUNICATIONS (TPXCOM/1)	
147059056-0	Phone Services						63-0000-0-5903-001-0000-6000-0000	2,983.07
Check # 719734		01	Check Amt	935.71	Status	Cleared	WATERLESS CO (WATERL/1)	
0459003-IN	Urinal Cakes						01-0000-0-4300-001-0000-8200-0000	935.71
Check # 719735		01	Check Amt	78.12	Status	Cleared	WILLITS POWER (WILLIT/2)	
806804	Maintenance Supplies						01-8150-0-4300-001-0000-8110-0000	78.12
Check # 719736		01	Check Amt	196.85	Status	Printed	WORLD GLOBES & MAPS (WORLDMI/1)	
180838	Wall Maps						01-0794-0-4300-220-1110-1000-9009	196.85
							01-0794-0-4300-220-1110-1000-9009	11.80
Number of Items	47			53,011.85		Totals for Register 000179		

Selection

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Page 4 of 6

2022 FUND-OBJ Expense Summary / Register 000179 (continued)

2022 FUND-OBJ Expense Summary / Register 000179

01-4100	553.39	
01-4300	5,014.10	
01-4361	1,649.27	
01-4365	1,350.89	
01-4400	5,091.47	
01-5200	78.60	
01-5300	3,920.00	
01-5510	4,263.73	
01-5520	1,841.47	
01-5530	2,071.08	
01-5800	4,562.00	
01-9110*		30,378.67-
01-9550*		17.33-
Totals for Fund 01	30,396.00	30,396.00-
12-5510	574.34	
12-9110*		574.34-
Totals for Fund 12	574.34	574.34-
13-4700	2,437.60	
13-9110*		2,437.60-
Totals for Fund 13	2,437.60	2,437.60-
21-4300	237.54	
21-5800	1,081.25	
21-9110*		1,318.79-
Totals for Fund 21	1,318.79	1,318.79-
63-4300	3,038.70	
63-5200	263.20	
63-5300	365.00	
63-5530	121.44	
63-5800	6,738.20	
63-5802	2,223.00	
63-5811	300.00	
63-5903	5,135.69	

2022 FUND-OBJ Expense Summary / Register 000179 (continued)

63-5904	28.00	
63-9110*		18,073.45-
63-9550*		139.78-
Totals for Fund 63	18,213.23	18,213.23-
69-5800	229.00	
69-9110*		229.00-
Totals for Fund 69	229.00	229.00-
Totals for Register 000179	53,168.96	53,168.96-

* denotes System Generated entry

Net change to Cash 9110 53,011.85-Credit

Register 000180 - 09/30/2021

Bank Account COUNTY - AP Checks

Payment Id	Comment	Check Amt	204.90	Status	Cleared	JIMENEZ, MARTHA C (001455 - Emp)	204.90
Check # 720338	01	Painting Supplies	01-8150-0-4300-150-0000-8110-0000	Printed	01-0794-0-4300-150-1110-1000-9009	215.23	
EP22-00051					01-9010-0-4300-150-3800-1000-7370	88.76	
Check # 720339	01	SONAR and Science Supplies	01-0794-0-4300-150-1110-1000-9009	Printed	01-0794-0-4300-150-1110-1000-9009	215.23	
EP22-00055					01-9010-0-4300-150-3800-1000-7370	88.76	
Check # 720340	01	Fingerprinting and Mileage	01-0000-0-5200-001-0000-7150-0000	Cleared	01-0740-0-5814-001-0000-3600-0000	95.20	
EP22-00052					01-0740-0-5814-001-0000-3600-0000	62.00	
Check # 720341	13	Cart for High School Food	13-5310-0-4300-001-0000-3700-0000	Printed	01-0000-0-5200-001-0000-7150-0000	95.20	
EP22-00054					01-0740-0-5814-001-0000-3600-0000	62.00	
Check # 720342	63	Dispatch Mileage 7/1 - 7/15	63-0000-0-5200-001-0000-6000-0000	Cleared	01-0000-0-5200-001-0000-7150-0000	95.20	
EP22-00057					01-0740-0-5814-001-0000-3600-0000	62.00	
Check # 720343	63	Postage and Dispatch Mileage 9/7 - 9/14	63-0000-0-5200-001-0000-6000-0000	Cleared	01-0000-0-5200-001-0000-7150-0000	95.20	
EP22-00056					01-0740-0-5814-001-0000-3600-0000	62.00	
Check # 720344	01	Textbooks	01-6300-0-4100-001-1110-1000-0000	Cleared	01-0000-0-5200-001-0000-7150-0000	95.20	
EP22-00053					01-0740-0-5814-001-0000-3600-0000	62.00	
Check # 720345	01	Bus #15 Repair Parts	01-0740-0-4365-001-0000-3600-0000	Cleared	01-0000-0-5200-001-0000-7150-0000	95.20	
02P485374					01-0740-0-4365-001-0000-3600-0000	62.00	
Check # 720346	01	Open PO for Various Supplies	63-0000-0-4300-001-0000-6000-0000	Cleared	01-0000-0-5200-001-0000-7150-0000	95.20	
446333384446		DO Office Supplies	01-0000-0-4300-001-0000-7200-0000	Cleared	01-0000-0-5200-001-0000-7150-0000	95.20	
446438558938		DO Office Supplies	01-0000-0-4300-001-0000-7200-0000	Cleared	01-0000-0-5200-001-0000-7150-0000	95.20	
447645958969		Adapters for Board Meetings	01-0000-0-4300-001-0000-7110-0000	Cleared	01-0000-0-5200-001-0000-7150-0000	95.20	
447866593385		ADA Assistive Listening Device	21-9010-0-4300-150-0000-8500-9912	Cleared	01-0000-0-5200-001-0000-7150-0000	95.20	
454333945388		Classroom Supplies	01-0794-0-4300-220-1110-1000-9009	Cleared	01-0000-0-5200-001-0000-7150-0000	95.20	
456588638666		Physical Education Supplies	01-0794-0-4300-150-1110-1000-9009	Cleared	01-0000-0-5200-001-0000-7150-0000	95.20	
457596396745		Classroom Supplies	01-0794-0-4300-220-1110-1000-9009	Cleared	01-0000-0-5200-001-0000-7150-0000	95.20	
457974345956		Open PO for Various Supplies	63-0000-0-4300-001-0000-6000-0000	Cleared	01-0000-0-5200-001-0000-7150-0000	95.20	
464497355768		Classroom Supplies	01-0794-0-4300-220-1110-1000-9009	Cleared	01-0000-0-5200-001-0000-7150-0000	95.20	
467356866677		Open PO for Various Supplies	63-0000-0-4300-001-0000-6000-0000	Cleared	01-0000-0-5200-001-0000-7150-0000	95.20	
473886556737		Classroom Supplies	01-0794-0-4300-220-1110-1000-9009	Cleared	01-0000-0-5200-001-0000-7150-0000	95.20	
473949736546		Physical Education Supplies	01-0794-0-4300-150-1110-1000-9009	Cleared	01-0000-0-5200-001-0000-7150-0000	95.20	
599996543635		Open PO for Various Supplies	63-0000-0-4300-001-0000-6000-0000	Cleared	01-0000-0-5200-001-0000-7150-0000	95.20	
637378633556		Open PO for Various Supplies	63-0000-0-4300-001-0000-6000-0000	Cleared	01-0000-0-5200-001-0000-7150-0000	95.20	
736886779548		USB Document Camera	01-0794-0-4300-150-1110-1000-9009	Cleared	01-0000-0-5200-001-0000-7150-0000	95.20	
755899984987		Keyboard, Office Chair, Hub	01-0000-0-4300-001-0000-2420-1171	Cleared	01-0000-0-5200-001-0000-7150-0000	95.20	
768336666583					01-0000-0-5200-001-0000-7150-0000	95.20	

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 46, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 9/30/2021, Ending Check Date = 9/30/2021, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

ESCAPE ONLINE
Page 1 of 6

Register 000180 - 09/30/2021

Bank Account COUNTY - AP Checks

Payment Id	Comment	Check Amt	3,302.45	Status	Cleared	SYNCR/AMAZON (AMAZON/2) - continued	
Check # 720346	01						
77984956878	Computer Keyboards					01-0000-0-4300-001-0000-2420-1171	42.03
794333636565	Classroom Supplies					01-0794-0-4300-220-1110-1000-9009	94.49
837956735679	Biohazard Supplies for Covid Testing					01-3213-0-4300-001-0000-8200-9987	195.45
854865437487	Classroom Supplies					01-0794-0-4300-220-1110-1000-9009	53.92
863849839636	Classroom Supplies					01-0794-0-4300-220-1110-1000-9009	16.14
877367444976	Classroom Supplies					01-0794-0-4300-220-1110-1000-9009	137.96
879665338899	Classroom Supplies					01-0794-0-4300-220-1110-1000-9009	26.96
959899874496	Replacement Air Filters, James and D.O.					01-0000-0-4300-001-0000-7200-9987	42.06
988576959754	Port Cable					01-0000-0-4300-001-0000-2420-1171	10.60
995474459459	Open PO for Various Supplies					63-0000-0-4300-001-0000-6000-0000	47.26
Check # 720347	01	Check Amt	4,502.05	Status	Cleared	APPLE INC (APPLEC/2)	
AF32890577	Laptop for Sam. S.					01-0079-0-4400-220-0000-3150-0000	60.69
AF34786940	Macbook Air for Josh Potter					01-6500-0-4400-220-5760-1191-0000	242.74
AF37984599	Laptop for Sam. S.					01-0000-0-4400-220-5760-1120-1171	303.43
AF38711311	Laptops for Emily, James E., Laura L.					01-0079-0-4400-220-0000-3150-0000	194.76
						01-6500-0-4400-220-5760-1191-0000	779.04
						01-0000-0-4400-150-1110-2420-1171	1,947.59
						01-0000-0-4400-155-3300-2420-1171	973.80
Check # 720348	69	Check Amt	277.50	Status	Cleared	ARROW BENEFITS GROUP (009731/1)	
DP22-00066	Vision Claims 9/20 - 9/24					69--0000-0-5800-000-0000-6000-0000	277.50
Check # 720349	01	Check Amt	859.08	Status	Cleared	AT&T (AT&TC3/2)	
17057034	Telephone Services					01-0000-0-5903-001-0000-7200-0000	109.36
						01-0000-0-5903-150-0000-2700-0000	194.87
						01-0000-0-5903-155-3100-2700-0000	22.16
						01-0000-0-5903-220-0000-2700-0000	249.66
						01-0000-0-5903-221-0000-2700-0000	65.89
						01-0000-0-5903-246-0000-2700-0000	86.51
						01-0740-0-5903-001-0000-3600-0000	20.49
						12-6105-0-5903-222-7110-8200-0000	66.95
17057373	Telephone Services					01-0000-0-5903-150-0000-2700-0000	22.70
17057374	Telephone Services					01-0000-0-5903-220-0000-2700-0000	20.49
Check # 720350	63	Check Amt	2,342.80	Status	Cleared	AT&T (00AT&T/1)	
3627564607	Telephone Services					63-0000-0-5903-001-0000-6000-0000	2,342.80
Check # 720351	63	Check Amt	3,214.64	Status	Printed	BERKELEY COMMUNICATIONS (BERKEL/2)	
17510	Subscription Plan					63-0000-0-5800-001-0000-6000-0000	3,214.64
Check # 720352	01	Check Amt	152.24	Status	Cleared	CIF STATE OFFICE (CIFSTA/1)	
DP22-00064	173 Students Enrollment					01-0000-0-5300-150-1110-4200-0000	152.24
Selection	Sorted by Check Number, Inv #, Include Address=No, (Org = 46, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 9/30/2021, Ending Check Date = 9/30/2021, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)						ESCAPE ONLINE

Register 000180 - 09/30/2021

Bank Account COUNTY - AP Checks

Payment Id	Comment	Check Amt	2,773.26	Status	Cleared	DELL MARKETING LP (DELLMA/2)	
Check # 720353	13	Laptop for Meg, Desktop for Diane				01: 0000-0-4400-001-0000-7200-1171	1,200.84
						13-5310-0-4400-001-0000-3700-1171	1,572.42
Check # 720354	13	Check Amt	375.37	Status	Cleared	HOPPER DAIRY (HOPPER/1)	
67304284		Dairy for Cafeteria				13-5310-0-4700-001-0000-3700-0000	174.90
67503260		Dairy for Cafeteria				13-5310-0-4700-001-0000-3700-0000	200.47
Check # 720355	21	Check Amt	111,818.70	Status	Cleared	LATHROP CONSTRUCTION INC. (LATHRO/1)	
8-31-21		HS Construction Temporary Portables				21-9010-0-6200-150-0000-8500-9912	111,818.70
Check # 720356	01	Check Amt	75.00	Status	Cleared	MATH LEARNING CENTER (MATHLE/1)	
INV9590		Math Program				01: 0794-0-4100-220-1110-1000-9009	75.00
Check # 720357	01	Check Amt	814.18	Status	Printed	MATH4SALE.COM (MATH4S/1)	
119949		Calculators				01-0794-0-4300-150-1110-1000-9009	814.18
Check # 720358	13	Check Amt	140.00	Status	Cleared	MENDOCINO COAST PRODUCE (MCOPRO/2)	
25728		Produce for Cafeteria				13-5310-0-4700-001-0000-3700-0000	140.00
Check # 720359	01	Check Amt	16,721.95	Status	Printed	MENDOCINO COUNTY OFFICE OF ED (00MCOE/1)	
INV21-00214		Equipment Charges				01-0000-0-5903-001-0000-7700-9889	16,721.95
Check # 720360	01	Check Amt	311.85	Status	Cleared	NEWEGG BUSINESS INC. (NEWEGG/1)	
1303468734		Media Lab Supplies				01: 0795-0-4300-220-1110-1000-0000	148.22
1303470709		Media Lab Supplies				01-0795-0-4300-220-1110-1000-0000	163.63
Check # 720361	01	Check Amt	2,142.84	Status	Cleared	REDWOOD COAST FUELS (RWCOAS/1)	
2313031		Diesel and Regular Fuel for Vehicles and Heating				01-0740-0-4361-001-0000-3600-0000	2,142.84
Check # 720362	21	Check Amt	1,000.00	Status	Cleared	REDWOOD EMPIRE TITLE COMPANY (REDWOOD/1)	
20212146RB		Boundary Survey HS				21-9010-0-5800-150-0000-8500-9911	1,000.00
Check # 720363	13	Check Amt	239.60	Status	Cleared	Roundman's (ROUND/1)	
26357		Grass Fed Beef				13-5310-0-4700-001-0000-3700-0000	239.60
Check # 720364	12	Check Amt	226.86	Status	Cleared	SOUTHPAW ENTERPRISES (SOUTH/1)	
0505203		Classroom Supplies				12-6105-0-4300-222-7110-1000-0000	226.86
						12-6105-0-4300-222-7110-1000-0000	15.67
Check # 720365	63	Check Amt	575.29	Status	Cleared	STREAKWAVE (STREAK/1)	
981926		Supplies				63-0000-0-4300-001-0000-6000-0000	575.29
						63-0000-0-4300-001-0000-6000-0000	44.21
Check # 720366	63	Check Amt	2,434.18	Status	Cleared	SUNO FIBER (SUNOFI/1)	
302062		Phone Services				63-0000-0-5903-001-0000-6000-0000	2,434.18
Check # 720367	01	Check Amt	993.09	Status	Cleared	SUN LIFE FINANCIAL (SUNLIF/1)	
OCTOBER 21-22		Employee Life Insurance				01: 0000-0-9514-000-0000-0000-0000	993.09

Selection

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Register 000180 - 09/30/2021

Bank Account COUNTY - AP Checks

Payment Id	Comment	Check Amt	1,223.30	Status	Cleared	US FOODS/DEPT 34766 (USFOOD/2)	
Check # 720368	13	Cafeteria Food and Snack				13- 5310- 0- 4700- 001- 0000- 3700- 0000	999.71
470987						13- 5310- 0- 4700- 001- 0000- 3700- 8634	223.59
Check # 720369	01	Whispering Pines Water (Whisper/2)	30.25	Status	Printed		
20210831 HIGH SCHOOL		Dispenser Rental, Drinking Water				01- 0794- 0- 4300- 150- 0000- 2700- 9009	30.25
Check # 720370	01	XEROX CORPORATION (XEROXC/2)	834.89	Status	Cleared		
014268176		Copy Machine Rental				01- 0000- 0- 5600- 220- 0000- 2420- 0000	209.60
014268180		Copy Machine Rental				01- 0000- 0- 5600- 220- 0000- 2700- 0000	524.45
014268181		Copy Machine Rental				01- 0000- 0- 5600- 246- 0000- 2700- 0000	51.81
014268182		Copy Machine Rental				01- 0000- 0- 5600- 221- 0000- 2700- 0000	49.03
Check # 720371	63	DexYP (0000YP/1)	111.82	Status	Cleared		
SEPTEMBER 2021		Yellow Pages Advertising				63- 0000- 0- 5811- 001- 0000- 6000- 0000	111.82

Number of Items

34

158,821.77 Totals for Register 000180

2022 FUND-OBJ Expense Summary / Register 000180

01-4100	151.87	
01-4300	4,137.75	
01-4361	2,142.84	
01-4365	201.15	
01-4400	5,702.89	
01-5200	95.20	
01-5300	152.24	
01-5600	834.89	
01-5814	62.00	
01-5903	17,514.08	
01-9110*		31,988.00-
01-9514	993.09	
Totals for Fund 01	31,988.00	31,988.00-
12-4300	242.53	
12-5903	66.95	
12-9110*		293.81-
12-9550*		15.67-
Totals for Fund 12	309.48	309.48-
13-4300	215.74	

Selection

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Page 4 of 6

2022 FUND-OBJ Expense Summary / Register 000180 (continued)

13-4400	1,572.42	
13-4700	1,978.27	
13-9110*		3,766.43-
Totals for Fund 13	3,766.43	3,766.43-
21-4300	194.16	
21-5800	1,000.00	
21-6200	111,818.70	
21-9110*		113,012.86-
Totals for Fund 21	113,012.86	113,012.86-
63-4300	1,255.21	
63-5200	166.88	
63-5800	3,214.64	
63-5811	111.82	
63-5903	4,776.98	
63-5904	1.85	
63-9110*		9,483.17-
63-9550*		44.21-
Totals for Fund 63	9,527.38	9,527.38-
69-5800	277.50	
69-9110*		277.50-
Totals for Fund 69	277.50	277.50-
Totals for Register 000180	158,881.65	158,881.65-

* denotes System Generated entry

Net change to Cash 9110 158,821.77-Credit

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Register 000181 - 10/07/2021

Bank Account COUNTY - AP Checks

Payment Id Comment

Check # 720802	63	Check Amt	8.55	Status	Printed	DEAN & PATRICIA WOLFE (DEAN & PATR - Payee)	
DP22-00073		Refund for Account Closeout				63- 0000- 0- 5800- 001- 0000- 6000- 0000	8.55
Check # 720803	01	Check Amt	45.89	Status	Printed	AUM, WINDSPIRIT (001450 - Emp)	
EP22-00061		Board Meeting Mileage				01- 0000- 0- 5200- 001- 0000- 7110- 0000	45.89
Check # 720804	63	Check Amt	82.88	Status	Printed	BUCH, ROB A (000030 - Emp)	
EP22-00067		Wireless Mileage 9/3 - 9/24				63- 0000- 0- 5200- 001- 0000- 6000- 0000	82.88
Check # 720805	01	Check Amt	64.06	Status	Printed	FREDERICK, AIMEE J (001541 - Emp)	
EP22-00066		Classroom Books, Day Planner				01- 0794- 0- 4300- 220- 0000- 2700- 9009	33.87
						01- 6300- 0- 4100- 220- 1110- 1000- 0000	30.19
Check # 720806	01	Check Amt	2.76	Status	Printed	GRINBERG, JESSICA B (000083 - Emp)	
EP22-00058		Board Meeting Mileage				01- 0000- 0- 5200- 001- 0000- 7110- 0000	2.76
Check # 720807	01	Check Amt	27.96	Status	Cleared	LUCIER, LAURA E (000022 - Emp)	
EP22-00063		Classroom Books				01- 0794- 0- 4100- 220- 1110- 1000- 9009	27.96
Check # 720808	01	Check Amt	107.15	Status	Printed	MEUSCHKE, HANNAH ROSE M (001525 - Emp)	
EP22-00064		Classroom Supplies				01- 0794- 0- 4300- 220- 1110- 1000- 9009	107.15
Check # 720809	01	Check Amt	16.56	Status	Cleared	MORTON, MARK D (000148 - Emp)	
EP22-00060		Board Meeting Mileage				01- 0000- 0- 5200- 001- 0000- 7110- 0000	16.56
Check # 720810	01	Check Amt	86.52	Status	Cleared	PLOCHER, DARCIE A (000168 - Emp)	
EP22-00062		Classroom Supplies				01- 0794- 0- 4300- 220- 1110- 1000- 9009	23.01
EP22-00065		Classroom Supplies				01- 0794- 0- 4300- 220- 1110- 1000- 9009	63.51
Check # 720811	01	Check Amt	83.84	Status	Printed	SCHAEFFER, MICHAEL M (000190 - Emp)	
EP22-00059		Board Meeting Mileage				01- 0000- 0- 5200- 001- 0000- 7110- 0000	83.84
Check # 720812	21	Check Amt	12,000.00	Status	Cleared	ALAMEIDA ARCHITECTURE (ALAMEI/1)	
MUSD 03-04		MHS Construction Administration				21- 9010- 0- 5800- 150- 0000- 8500- 9913	12,000.00
Check # 720813	01	Check Amt	1,792.72	Status	Cleared	SYNCR/AMAZON (AMAZON/2)	
433539756666		Parking and Warning Signs				01- 8150- 0- 4300- 001- 0000- 8110- 0000	15.34
						21- 9010- 0- 4300- 150- 0000- 8500- 9913	19.16
463599638749		History Books				01- 6300- 0- 4100- 220- 1110- 1000- 0000	1,010.80
485678574546		Open PO for Maintenance Items				01- 8150- 0- 4300- 001- 0000- 8110- 0000	636.45
665845555775		Parking and Warning Signs				01- 8150- 0- 4300- 001- 0000- 8110- 0000	19.17
						21- 9010- 0- 4300- 150- 0000- 8500- 9913	23.95
699679476574		Open PO for Maintenance Items				01- 8150- 0- 4300- 001- 0000- 8110- 0000	67.85
Check # 720814	13	Check Amt	174.90	Status	Cleared	HOPPER DAIRY (HOPPER/1)	
67304370		Dairy for Cafeteria				13- 5310- 0- 4700- 001- 0000- 3700- 0000	174.90
Check # 720815	63	Check Amt	2,324.96	Status	Cleared	INSIGHT PUBLIC SECTOR (INSIGH/1)	

Selection

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ESCAPE

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Page 1 of 4

Register 000181 - 10/07/2021

Bank Account COUNTY - AP Checks

Payment Id	Comment	Check Amt	Status	Cleared	INSIGHT PUBLIC SECTOR (INSIGH/I) - continued	
Check # 720815	63					2,324.96
1100871909	Support Contract				63-0000-0-5800-001-0000-6000-0000	2,324.96
Check # 720816	01				JOSTENS (JOSTEN/I)	
26658999	Graduation Supplies 2021				01-0794-0-4300-150-0000-2700-9009	22.11
Check # 720817	01				KULLY SUPPLY (KULLYS/I)	
557375	Plumbing Supplies				01-8150-0-4300-001-0000-8110-0000	108.05
Check # 720818	01				01-8150-0-4300-001-0000-8110-0000	7.83
3453564	High School Field Repair				MENDO MILL (MENDOM/I)	
Check # 720819	01				01-8150-0-4300-150-0000-8110-0000	42.07
60583	Refrigerator Repair				NCR&E (ONCR&E/I)	
Check # 720820	63				01-8150-0-4300-001-0000-8110-0000	283.06
16604	Equipment Lease				01-8150-0-5600-001-0000-8110-0000	200.00
Check # 720821	01				NETAPP CAPITAL SOLUTIONS (NETAPP/I)	
6905412483-4 AUG2021	Electricity for District				63-0000-0-5800-001-0000-6000-0000	3,253.64
Check # 720822	01				63-0000-0-9667-001-0000-6000-0000	28,540.83
8658020613-3AUG2021	Electricity for District				PG&E (00PG&E/I)	
Check # 720823	01				01-0000-0-5510-006-0000-8200-0000	1,198.70
2305458	Diesel and Regular Fuel for Vehicles and Heating				PG&E (00PG&E/I)	
Check # 720824	01				01-0000-0-5510-246-0000-8200-0000	116.24
221208 222194	Soccer Supplies				REDWOOD COAST FUELS (RWCOAS/I)	
Check # 720825	12				01-0740-0-4361-001-0000-3600-0000	2,674.89
212301	Greenwood Playground				SPORT & CYCLE TEAM ATHLETICS (SPORT&I)	
Check # 720826	13				01-0000-0-4300-150-1110-4200-0000	335.06
450488717	Cafeteria Food				SPV LANDSCAPE ARCHITECTS (SPVLA/I)	
Check # 720827	01				12-0000-0-5800-222-0001-1000-9086	1,955.00
13260	Soccer Field Unit				SYSCO FOOD SERVICES OF SF INC (SYSCOF/I)	
Check # 720828	13				13-5310-0-4700-001-0000-3700-0000	883.72
526780	Paper Products for Cafeteria				THOMPSON'S PORTASEPTIC INC. (THOMPS/I)	
526780A	Face Masks for Cafeteria Employees				01-0000-0-5800-150-1110-4200-0000	113.94
Check # 720829	13				13-5310-0-4300-001-0000-3700-0000	107.80
014613386-003	Cafeteria Food and Snack				13-5310-0-4300-001-0000-3700-9987	215.82
					WILD OAK DAIRY (UNNATU/I)	
					13-5310-0-4700-001-0000-3700-0000	1,229.30

Selection

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ESCAPE ONLINE

Page 2 of 4

Register 000181 - 10/07/2021

Bank Account COUNTY - AP Checks

Payment Id Comment

Check #	720830	01	Check Amt	2,400.94	Status	Cleared	US BANK CORPORATE PAYMENT SYS (USBANK/2)	
0459737496			Telephone Service			63-0000-0-5903-001-0000-6000-0000		106.32
0607711-IN			Specialized Services			63-0000-0-5800-001-0000-6000-0000		115.64
428427249			Specialized Services			63-0000-0-5800-001-0000-6000-0000		212.00
4DU96119H2350184N			Specialized Services			63-0000-0-5800-001-0000-6000-0000		38.00
DP22-00067			Extra Shipping Charge on Couch			01-0794-0-4300-220-0000-2700-9009		67.55
DP22-00068			Classroom Supplies			01-0794-0-4300-220-1110-1000-9009		49.79
DP22-00069			Spiral Notebooks			01-0794-0-4300-220-1110-1000-9009		132.16
DP22-00070			Cravingrill Sandwiches			01-0000-0-4300-220-0000-2700-9075		510.34
DP22-00071			Sex Ed Curriculum			01-0794-0-4300-220-1110-1000-9009		85.00
DP22-00072			Textbooks and Supplies			01-0794-0-4300-246-1110-1000-9009		22.62
						01-6300-0-4100-246-1110-1000-0000		36.52
DP22-00074			Teacher Curriculum			01-6300-0-4300-220-1110-1000-0000		375.00
DP22-00075			Teacher Curriculum			01-6300-0-4300-220-1110-1000-0000		650.00
Check #	720831	13	Check Amt	767.59	Status	Cleared	US FOODS//DEPT 34766 (USFOOD/2)	
4856458			Cafeteria Food and Snack			13-5310-0-4300-001-0000-3700-9987		191.22
						13-5310-0-4700-001-0000-3700-0000		530.16
						13-5310-0-4700-001-0000-3700-8634		46.21
Check #	720832	01	Check Amt	1,786.18	Status	Cleared	WAXIE SANITARY SUPPLY (009737/1)	
80296963			Air Filters			01-8150-0-4300-150-0000-8110-9987		105.60
80296967			Custodial Supplies			01-0000-0-4300-001-0000-8200-0000		1,680.58
Check #	720833	01	Check Amt	459.00	Status	Cleared	XIO INC. (XIOINC/1)	
201212239			Water Quality Monitoring			01-8150-0-5800-001-0000-8110-0000		459.00

Number of Items 32

Totals for Register 000181

2022 FUND-OBJ Expense Summary / Register 000181

01-4100	1,105.47
01-4300	5,443.17
01-4361	2,674.89
01-5200	149.05
01-5510	1,314.94
01-5600	200.00
01-5800	572.94
01-9110*	11,452.63-
01-9550*	7.83-
Totals for Fund 01	11,460.46
	11,460.46-

Selection

Sorted by Check Number, Inv #, Include Address=No, (Org = 46, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 10/7/2021, Ending Check Date = 10/7/2021, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

ESCAPE

ONLINE

Page 3 of 4

046 - Mendocino Unified School District

Generated for Tiffany Grant (TGRANT), Oct 13 2021 12:34PM

Register 000181 - Fund/Obj Expense Summary

Bank Account COUNTY - AP Checks

2022 FUND-OBJ Expense Summary / Register 000181 (continued)

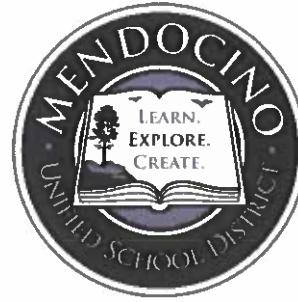
12-5800	1,955.00	
12-9110*		1,955.00-
Totals for Fund 12	1,955.00	1,955.00-
13-4300	514.84	
13-4700	2,864.29	
13-9110*		3,379.13-
Totals for Fund 13	3,379.13	3,379.13-
21-4300	43.11	
21-5800	12,000.00	
21-9110*		12,043.11-
Totals for Fund 21	12,043.11	12,043.11-
63-5200	82.88	
63-5800	5,952.79	
63-5903	106.32	
63-9110*		34,682.82-
63-9667	28,540.83	
Totals for Fund 63	34,682.82	34,682.82-
Totals for Register 000181	63,520.52	63,520.52-

* denotes System Generated entry

Net change to Cash 9110

63,512.69-Credit

Mendocino Unified School District



MINUTES

Regular Board Meeting

SEPTEMBER 9, 2021

**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

***Only the Board will meet at the K-8
The public is welcome to join via the Zoom link below:**

Join Zoom Meeting

<https://us02web.zoom.us/j/82427741182?pwd=WkY2c2hJbVBHR0NVZERwMzJRU2VDQT09>

Dial by your location +1 669 900 9128 US (San Jose)
Meeting ID: 824 2774 1182 Passcode: 043842

*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. 4:00 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 4:02pm. Virtually present was Trustee Morton. Present were Trustee's Schaeffer and 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).

Join Zoom Meeting

<https://us02web.zoom.us/j/89025924766?pwd=NmxcekUwWkhIMGRkcjBHQ1BDZ1pEUT09>

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

Meeting ID: 890 2592 4766 Passcode: 699047

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. Conference with Legal Council – Anticipated Litigation (Govt. Code 54956.9): OAH Case No. 202100001

- 3.3. Employment/Personnel Changes

4. 5:00 P.M. RECONVENE TO OPEN SESSION

- 4.1. Call to order and roll call

The meeting was called to order at 5:01PM. Virtually present was Trustee Morton. Present were Trustees Schaeffer and Aum.

- 4.2. Closed session disclosure

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

Nothing was disclosed from Closed Session

- 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/Morton (3/0) to approve the agenda as presented.

5. 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 5:03PM and closed at 5:03PM with no public comment.

6. PUBLIC HEARING – MAINTAINING A SHORTER DAY FOR TRANSITIONAL KINDERGARTEN STUDENTS

This public hearing is regarding a resolution requesting a waiver of Education Code Section 37202 related to the equity length of time requirement for transitional kindergarten for the school day. A waiver of the requirement by the California Department of Education would allow for a shorter day (210 minutes) for Transitional Kindergarten as opposed to the current Kindergarten day of 380 minutes.

The Public Hearing was opened at 5:04PM and closed at 5:04PM with no public comment.

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 Warrants
 - 7.1.1. 8/5/21, 8/12/21, 8/19/21, 8/26/21
- 7.2. Approval of Minutes
 - 7.2.1. Board Meeting Minutes: 8/18/21, 8/25/21
- 7.3. Approval of Employment/Personnel Changes
 - 7.3.1. Hire, Classified Employee, stipend position, effective 11/9/21
- 7.4. Approval of the Current Budget Change Report
- 7.5. Approval of Enrollment History, Preliminary Current Year Enrollment and Projection
- 7.6. Approval of NCLB attestation – paraprofessionals
- 7.7. Approval of MTA Appendix A: Stipend positions
- 7.8. Approval of MUSD's Teacher Development Program for Classified employee
- 7.9. Acknowledgment of MUSE donations in the amount of \$30,525 for the 2018-19 and 2020-21 school years
- 7.10. Final approval of Board Policies and Administrative Regulations
 - 7.10.1. AR 5111.12: Residency Based on Parent/Guardian Employment (students)

MSA Schaeffer/Aum (3/0) to approve the Consent Agenda

8. REPORTS

- 8.1. Student Trustee – Olivia Jung

Student Trustee Jung reported that ASB is planning Homecoming and Club Rush. Homecoming week is scheduled for the first week in October. Class meetings are tomorrow where a theme will be selected. Seniors are putting together college letters and applications.

- 8.2. Administrative

- 8.2.1. Principal – Tobin Hahn

Principal Hahn gave the attached presentation to the Board.

- 8.2.2. Superintendent – Jason Morse

Superintendent Morse reported that he is participating in Leadership Mendocino which holds monthly leadership courses from August through May. This weekend is an overnight retreat at Rivers Bend Retreat. He is looking forward to collaborating with other participants. Last week there was 1 COVID case at MHS and 5 at the K8 school. Kudos to parents for notifying school and keeping kids safe. He reported that we are taking a lot of safety measures and we are currently advertising for a COVID Safety Coordinator. Thank you to Kim, Tobin, Marci, Noah, Eric, Tracy and Jeanne for testing. He plans to do a weekly District update on Fridays via ParentSquare.

8.3. Bargaining Units

8.3.1. Mendocino Teachers Association (MTA)

MTA President, Diana Dominguez, asked the Board what they would like MTA to report on. Their response was teacher/staff concerns and possible teacher presentations/special projects.

8.3.2. Classified Employees of Mendocino Unified Schools (CEMUS)

There was no one present from CEMUS.

8.4. Board Trustee Reports

Trustee Morton: This has to be the most difficult year in a long time. So much stress and lots of extra work makes this difficult for all staff. Much gratitude to all in the District for making this work. Congratulations on getting this year going.

9. 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.

There were no parent/community comments.

10. INFORMATION/DISCUSSION/POSSIBLE ACTION ITEMS

10.1. Modernization and Construction Management Update

Construction Manager, Donald Alameida, will provide an update on the Phase I Modernization of Mendocino High School. (information)

Don Alameida, Construction Manager, reported that he pressed TK on the permit status yesterday. There is still no word. We are currently in a holding pattern. In the meantime, some improvements are being done at the temporary location. The Advisory Committee will meet next week. Discussing took place regarding grandfathering in PG&E solar voltaic.

10.2. Water Hauling Contract

The Board will discuss the water hauling contract(s). (discussion)

Superintendent Morse reported that the updated contract was sent to the authorized water haulers and we are currently at a standstill regarding the 2-hour minimum verbiage. Superintendent Morse will meet with them to see about any flexibility.

10.3. Oversight Committee Update

Superintendent Morse will provide an update on the Citizen's Oversight Committee for the High School Modernization Project (information)

Superintendent Morse reported that the committee was supposed to meet yesterday but that meeting was cancelled due to Brown Act requirements. The meeting will take place next Thursday. An update will be provided next month.

10.4. Budget Update

Business Manager, Meg Kailikole, will present the MUSD Unaudited Actuals Financial Report and request approval by the Board. These mandated financial reports detail the "Unaudited Actuals" revenues and expenses for school year 2020-21. 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 2020-21 year. The reports for each fund also include informational columns that represent the budget for 2021-22. (action)

MSA Schaeffer/Aum (3/0) to approve the 2020-21 MUSD Unaudited Actuals and Financial Report as amended.

- 10.5. Consideration of Resolution 2021-15: 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 Schaeffer/Morton (3/0) to approve Resolution 2021-15.

- 10.6. Consideration of Resolution 2021-16: Maintaining a Shorter Day for Transitional Kindergarten Students. This resolution allows for a waiver of Education Code Section 37202 relating to the Equity Length of Time of a School Day. Approval of this waiver by the Board authorizes the superintendent to apply for this waiver to shorten the transitional kindergarten day to 201 minutes as opposed to the regular kindergarten day of 380 minutes (action)

MSA Morton/Schaeffer (3/0) to approve Resolution 2021-16.

11. FUTURE AGENDA ITEMS

Reduced Workload Program, Teaching Assignments, Deferred Maintenance Plan, Emergency Operations Plan, Qtly Investment Reports, GANN Limit Resolution, School Single Plans, Williams Settlement, Seniority Lists, Preschool, CCM Update
Training regarding Special Ed for Board Workshop

12. ADJOURNMENT

The next regular Board meeting is scheduled for **October 21, 2021 at the K-8 School.**
The meeting was adjourned at 6:08 PM.

Tobin Hahn, Principal



BOARD MEETING 9-9-21

MENDOCINO HIGH SCHOOLS

THEME: (RE)BUILDING COMMUNITY

- Rebuild Relationships
- Rebuild Leadership
- Rebuild Traditions
- Rebuild Confidence
- Rebuild Expectations
- Rebuild Community



MOVING IN



TOGETHER!



COVID-19

- 1 "on-campus" positive
- 2 quarantines that became positives
- Refining protocols

Testing

- Weekly screening: athletes, chorus
- Contact screening
- By request



WASC – FULL REVIEW

- Continue self-study this year
- Visit postponed until the fall of 2022

Fully Accredited by



THANK YOUS

Staff for being patient and flexible, for filling in where the needs arise, and for caring

Maintenance for being amazingly responsive

Parents and students for making our jobs easier by being awesomely supportive!

*Thank
you* 

Mendocino Unified School District
2021-22 Combined General Fund Budget Change Report
October 2021

		September Meeting 9/9/2021	October Meeting 10/13/2021	Change	
REVENUES:					
REVENUE LIMIT SOURCES					
8011	State Aid - Current Year	1,702,531	1,702,531	-	
8012	Education Protection Account	84,396	84,396	-	
8021	Homeowners' Exemptions Tax	39,782	39,782	-	
8022	Timber Yield Tax	161,387	161,387	-	
8029	Other Subventions/In-Lieu Taxes	-	-	-	
8041	Secured Roll Taxes	5,506,536	5,506,536	-	
8042	Unsecured Taxes	149,759	149,759	-	
8043	Prior Years' Taxes	7,441	7,441	-	
8044	Supplemental Taxes	-	-	-	
8091	Revenue Limit Transfers	(75,000)	(75,000)	-	
Total Revenue Limit Sources		7,576,832	7,576,832	-	
FEDERAL REVENUES					
8181	Special Education Entitlement	96,834	96,834	-	
8182	Discretionary Grants	2,645	2,645	-	
8285	Interagency Contracts between	-	-	-	
8290	All other Federal Revenue	325,444	384,474	59,030	+\$35k Emerg Connectivity
Total Federal Revenues		424,923	483,953	59,030	+\$22k PY Title I c/o
OTHER STATE REVENUES					
8311	Other St. Apportionments Current	-	-	-	
8550	Mandated Cost Reimbursements	20,528	20,528	-	
8560	State Lottery Revenue	96,000	96,000	-	
8590	All Other State Revenue	662,124	645,355	(16,769)	ELO rec'd 20/21; chg
Total Other State Revenues		778,652	761,883	(16,769)	accounting treatment to c/o vs def'd
OTHER LOCAL REVENUES					
8622	Non-Ad Valorem Taxes	89,000	89,000	-	
8631	Sale of Equipment & Supplies	-	-	-	
8650	Leases and Rentals	210	210	-	
8660	Interest	30,000	30,000	-	
8662	Net Increase in Fair Value	-	-	-	
8675	Transport. Fees from Individuals	-	-	-	
8677	Transportation & Interagency	21,730	21,730	-	
8689	Other Fees and Contracts	1,000	1,000	-	
8699	All Other Local Revenue	50,950	60,950	10,000	MCCF Donation- SOS Funds
8792	Transfer of Apportionment from	234,782	234,782	-	
Total Other Local Revenues		427,672	437,672	10,000	
TOTAL REVENUES		9,208,079	9,260,340	52,261	

EXPENDITURES:		September Meeting	October Meeting	Change	
CERTIFICATED SALARIES					
1100	Teachers' Salaries	3,008,433	2,997,056	(11,377)	True up to actual
1200	Pupil Support Salaries	351,801	351,801	-	
1300	Supervisors' and Admin Salaries	387,305	387,305	-	
1900	Other Certificated Salaries	-	-	-	
Total Certificated Salaries		3,747,538	3,736,161	(11,377)	
CLASSIFIED SALARIES					
2100	Instructional Aides' Salaries	404,772	403,477	(1,295)	True up to actual
2200	Support Salaries	604,970	607,604	2,634	True up to actual
2300	Supervisors' and Admin Salaries	357,321	357,321	-	
2400	Clerical and Office Salaries	463,831	463,831	-	
2900	Other Classified Salaries	13,827	13,827	-	
Total Classified Salaries		1,844,721	1,846,060	1,339	
EMPLOYEE BENEFITS					
310X	STRS	900,596	896,481	(4,115)	
320X	PERS	414,290	413,185	(1,105)	
33XX	OASDI/Medicare	189,256	188,995	(261)	
340X	Health & Welfare Benefits	899,687	887,270	(12,417)	
350X	Unemployment Insurance	41,667	40,857	(811)	
360X	Workers' Compensation	150,993	150,339	(654)	
370X	Other Post-Employment Benefits	60,801	60,801	-	
390X	Other Benefits (Ret. Inc. & Board	48,169	48,169	-	
3xxx	<i>Est Staff Red</i>	-	-	-	
Total Employee Benefits		2,705,461	2,686,097	(19,363)	True up to actual
BOOKS AND SUPPLIES					
4100	Approved Textbooks & Core	-	-	-	
4200	Books & Other Reference Materials	46,000	46,000	-	
4300	Materials and Supplies	263,134	329,399	66,265	
4400	Noncapitalized Equipment	245,930	111,825	(134,105)	-\$149,000 ESSER II Wireless
Total Books and Supplies		555,065	487,224	(67,841)	Network to Cap Outlay
SERVICES, OTHER OPERATING EXPENSES					+\$14,700 Emerg Connectivity
5100	Subagreements for Services	45,000	45,000	-	Chromebooks
5200	Travel & Conference	16,300	18,180	1,880	
5300	Dues and Memberships	24,960	24,960	-	
5450	Insurance	104,038	104,038	-	
5500	Operation & Housekeeping	250,370	250,370	-	
5600	Rentals, Leases, Repairs, Improvmnts	36,156	36,956	800	
5700		-	-	-	
5800	Consulting Svcs and Op Expenses	316,340	318,840	2,500	
5900	Communications	27,940	83,062	55,122	+20,400 Emerg Connectivity
Total Services and Other Operating Expenses		821,104	881,406	60,302	+34,722 MCOE Circuit/Equip
CAPITAL OUTLAY					
6400	Equipment / Equipment	-	150,845	150,845	ESSER II Wireless Network
Total Capital Outlay		-	150,845	150,845	

OTHER OUTGO		September Meeting	October Meeting	Change
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		9,667,889	9,781,793	113,905
OTHER FINANCING SOURCES AND USES				
8919	Transfer In from MCN Fund	40,000	40,000	-
7612	Transfer Out to Special Reserve	-	-	-
7611	Transfer Out to State Preschool	(26,899)	(40,902)	(14,003)
7616	Transfer Out to Cafeteria	(127,495)	(127,495)	-
7619	Transfer Out to MCN - telecom	(8,190)	(8,190)	-
TOT. OTHER FINANCING SOURCES & USES		(122,584)	(136,587)	(14,003)
NET INCREASE (DECR) IN FUND BALANCE		(582,394)	(658,040)	(75,646)

Add'l Aide

FUND BALANCE, RESERVES				
Beginning Fund Balance		2,812,103	2,812,103	-
Ending Fund Balance		2,229,710	2,154,063	(75,646)
COMPONENTS OF ENDING FUND BALANCE				
9711	Revolving Cash	10,000	10,000	-
9740	Restricted Balances	120,634	170,623	49,990
9789	Designated for Econ Uncertainty	390,000	390,000	-
9780	Other Designations:			-
9780	SLIP	11,371	19,286	7,914
9790	General (Undesignated) Reserve	1,697,705	1,564,154	(133,551)

2021-22 Year-To-Date ADA by District of Residence

Month: 1

		MUSD	FB	PA	AV	Ukiah	Other	Totals	21/22 CBEDS (Oct.)	20/21 CBEDS (Oct.)
Albion	TK	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0
	K	3.00	0.00	0.00	0.00	0.00	0.00	3.00	3	4
	1	3.58	0.00	0.00	0.00	0.00	0.00	3.58	4	3
	2	0.95	0.00	0.00	0.00	0.00	0.00	0.95	1	4
	3	<u>5.21</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>5.21</u>	<u>5</u>	<u>4</u>
	Total	12.74	0.00	0.00	0.00	0.00	0.00	12.74	13	15
Comptche	TK	0.95	0.00	0.00	0.00	0.00	0.00	0.95	0	0
	K	1.00	0.00	0.00	0.00	0.00	0.00	1.00	2	2
	1	4.53	0.00	0.00	0.00	0.00	0.00	4.53	5	4
	2	4.00	0.00	0.00	0.00	0.00	0.00	4.00	4	5
	3	<u>3.68</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>3.68</u>	<u>4</u>	<u>0</u>
	Total	14.16	0.00	0.00	0.00	0.00	0.00	14.16	15	11
MK-8	TK	2.00	0.00	0.00	0.00	0.00	0.00	2.00	2	1
	K	12.47	0.00	0.00	0.00	0.00	0.00	12.47	15	14
	1	14.58	1.74	0.00	0.00	0.00	0.00	16.32	18	13
	2	13.58	1.00	0.00	0.00	0.00	0.00	14.58	15	23
	3	19.00	3.84	0.00	0.00	0.00	0.00	22.84	25	26
	4	24.37	2.53	0.00	0.00	0.00	0.00	26.90	29	26
	5	20.79	3.95	0.00	0.00	0.00	0.00	24.74	27	39
	6	36.27	1.00	0.00	0.00	0.00	0.00	37.27	40	37
	7	23.15	2.95	0.95	0.00	0.00	0.00	27.05	30	31
	8	<u>18.21</u>	<u>5.58</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>23.79</u>	<u>26</u>	<u>46</u>
	Total	184.42	22.59	0.95	0.00	0.00	0.00	207.96	227	256
MHS	9	41.84	2.00	1.63	0.00	0.00	0.00	45.47	48	38
	10	22.63	6.63	0.00	2.00	0.00	0.00	31.26	34	51
	11	33.26	5.37	2.68	1.95	0.00	0.00	43.26	46	35
	12	<u>22.42</u>	<u>6.05</u>	<u>1.21</u>	<u>1.00</u>	<u>0.00</u>	<u>0.00</u>	<u>30.68</u>	<u>32</u>	<u>41</u>
	Total	120.15	20.05	5.52	4.95	0.00	0.00	150.67	160	165
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	0	0
	1	0.68	0.00	0.00	0.00	0.00	0.00	0.68	1	2
	2	3.00	0.00	0.00	0.00	0.00	0.00	3.00	3	0
	3	2.37	0.00	0.00	0.00	0.00	0.00	2.37	3	1
	4	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0
	5	0.74	0.00	0.00	0.00	0.00	0.00	0.74	1	0
	6	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	2
	7	2.32	0.00	0.00	0.00	0.00	0.00	2.32	4	4
	8	4.00	0.00	0.00	0.00	0.00	0.00	4.00	5	4
	9	2.42	0.00	0.00	0.00	0.00	0.00	2.42	2	2
	10	0.58	1.00	0.00	0.00	0.00	0.00	1.58	3	2
	11	1.00	0.00	0.00	0.00	0.00	0.00	1.00	1	1
	12	<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</u>	<u>2</u>
	Total	18.11	1.00	0.00	0.00	0.00	0.00	19.11	23	20
SHS	9	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0
	10	0.00	0.32	0.00	0.00	0.00	0.00	0.32	1	1
	11	3.14	0.00	0.00	0.00	0.00	0.00	3.14	5	4
	12	<u>0.73</u>	<u>0.00</u>	<u>0.28</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>1.01</u>	<u>3</u>	<u>5</u>
	Total	3.87	0.32	0.28	0.00	0.00	0.00	4.46	9	10
TOTAL		353.45	43.96	6.75	4.95	0.00	0.00	409.10	447	477

2021-22 Total ADA by Attendance Month
ADA for each attendance month

		Mo. 1	Mo. 2	Mo. 3	Mo. 4	21-22 P-1	20-21 P-1	Mo. 5	Mo. 6	Mo. 7	21-22 P-2	20-21 P-2	Mo. 8	Mo. 9	Mo. 10	21-22 Annual	20-21 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	
	K	3.00	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	3.58	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	0.95	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	3	<u>5.21</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	12.74	0.00	0.00	0.00	0.00	13.92	0.00	0.00	0.00	0.00	13.59	0.00	0.00	0.00	0.00	12.57
Comptche	TK	0.95	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	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	
	1	4.53	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	2	4.00	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>3.68</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	14.16	0.00	0.00	0.00	0.00	9.68	0.00	0.00	0.00	0.00	10.13	0.00	0.00	0.00	0.00	10.48
MK-8	TK	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	
	K	12.47	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	16.32	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	14.58	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	22.84	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	4	26.90	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	24.74	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	6	37.27	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	27.05	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>23.79</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>	
	Total	207.96	0.00	0.00	0.00	0.00	235.78	0.00	0.00	0.00	0.00	233.72	0.00	0.00	0.00	0.00	231.31
MHS	9	45.47	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	31.26	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	11	43.26	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	12	<u>30.68</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	150.67	0.00	0.00	0.00	0.00	162.60	0.00	0.00	0.00	0.00	159.61	0.00	0.00	0.00	0.00	157.47
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	
	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	
	1	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	
	2	3.00	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	2.37	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	4	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	0.74	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
	6	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	2.32	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	4.00	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	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	
	10	1.58	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	
	12	<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	19.11	0.00	0.00	0.00	0.00	19.82	0.00	0.00	0.00	0.00	20.45	0.00	0.00	0.00	0.00	19.86
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	
	10	0.32	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	3.14	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>1.01</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	4.46	0.00	0.00	0.00	0.00	4.48	0.00	0.00	0.00	0.00	4.63	0.00	0.00	0.00	0.00	4.82
TOTAL ADA		409.10	0.00	0.00	0.00	0.00	446.28	0.00	0.00	0.00	0.00	442.13	0.00	0.00	0.00	0.00	436.51

2021-22 Enrollment by District of Residence

Month: 1

		MUSD	FB	PA	AV	Ukiah	Other	21-22 Totals To Date	21/22 CBEDS (Oct.)	20/21 CBEDS (Oct.)
Albion	TK	0	0	0	0	0	0	0	0	0
	K	3	0	0	0	0	0	3	3	4
	1	4	0	0	0	0	0	4	4	3
	2	1	0	0	0	0	0	1	1	4
	3	<u>5</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>5</u>	<u>5</u>	<u>4</u>
	Total	13	0	0	0	0	0	13	13	15
Comptche	TK	1	0	0	0	0	0	1	0	0
	K	1	0	0	0	0	0	1	2	2
	1	5	0	0	0	0	0	5	5	4
	2	4	0	0	0	0	0	4	4	5
	3	<u>4</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4</u>	<u>4</u>	<u>0</u>
	Total	15	0	0	0	0	0	15	15	11
MK-8	TK	2	0	0	0	0	0	2	2	1
	K	15	0	0	0	0	0	15	15	14
	1	16	2	0	0	0	0	18	18	13
	2	14	1	0	0	0	0	15	15	23
	3	21	4	0	0	0	0	25	25	26
	4	26	3	0	0	0	0	29	29	26
	5	22	4	0	0	0	0	26	27	39
	6	38	1	0	0	0	0	39	40	37
	7	26	3	1	0	0	0	30	30	31
	8	<u>21</u>	<u>5</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>26</u>	<u>26</u>	<u>46</u>
	Total	201	23	1	0	0	0	225	227	256
MHS	9	44	2	2	0	0	0	48	48	38
	10	23	7	0	2	0	0	32	34	51
	11	35	6	3	2	0	0	46	46	35
	12	<u>23</u>	<u>7</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>32</u>	<u>32</u>	<u>41</u>
	Total	125	22	6	5	0	0	158	160	165
MAS (I.S.)	TK	0	0	0	0	0	0	0	0	0
	K	1	0	0	0	0	0	1	0	0
	1	1	0	0	0	0	0	1	1	2
	2	3	0	0	0	0	0	3	3	0
	3	3	0	0	0	0	0	3	3	1
	4	0	0	0	0	0	0	0	0	0
	5	1	0	0	0	0	0	1	1	0
	6	0	0	0	0	0	0	0	0	2
	7	3	0	0	0	0	0	3	4	4
	8	4	0	0	0	0	0	4	5	4
	9	2	0	0	0	0	0	2	2	2
	10	1	1	0	0	0	0	2	3	2
	11	1	0	0	0	0	0	1	1	1
	12	<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>2</u>
	Total	20	1	0	0	0	0	21	23	20
SHS	9	0	0	0	0	0	0	0	0	0
	10	0	1	0	0	0	0	1	1	1
	11	5	0	0	0	0	0	5	5	4
	12	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>3</u>	<u>5</u>
	Total	6	1	1	0	0	0	8	9	10
TOTAL		380	47	8	5	0	0	440	447	477

2021-22 Total Enrollment by Attendance Month

		Mo. 1	Mo. 2	Mo. 3	Mo. 4	Mo. 5	Mo. 6	Mo. 7	Mo. 8	Mo. 9	Mo. 10	21-22 Annual Avg
Albion	TK	0	0	0	0	0	0	0	0	0	0	0
	K	3	0	0	0	0	0	0	0	0	0	3
	1	4	0	0	0	0	0	0	0	0	0	4
	2	1	0	0	0	0	0	0	0	0	0	1
	3	<u>5</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>5</u>
	Total	13	0	0	0	0	0	0	0	0	0	13
Comptche	TK	1	0	0	0	0	0	0	0	0	0	1
	K	1	0	0	0	0	0	0	0	0	0	1
	1	5	0	0	0	0	0	0	0	0	0	5
	2	4	0	0	0	0	0	0	0	0	0	4
	3	<u>4</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>4</u>
	Total	15	0	0	0	0	0	0	0	0	0	15
MK-8	TK	2	0	0	0	0	0	0	0	0	0	2
	K	15	0	0	0	0	0	0	0	0	0	15
	1	18	0	0	0	0	0	0	0	0	0	18
	2	15	0	0	0	0	0	0	0	0	0	15
	3	25	0	0	0	0	0	0	0	0	0	25
	4	29	0	0	0	0	0	0	0	0	0	29
	5	26	0	0	0	0	0	0	0	0	0	26
	6	39	0	0	0	0	0	0	0	0	0	39
	7	30	0	0	0	0	0	0	0	0	0	30
	8	<u>26</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>26</u>
	Total	225	0	0	0	0	0	0	0	0	0	225
MHS	9	48	0	0	0	0	0	0	0	0	0	48
	10	32	0	0	0	0	0	0	0	0	0	32
	11	46	0	0	0	0	0	0	0	0	0	46
	12	<u>32</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>32</u>
	Total	158	0	0	0	0	0	0	0	0	0	158
MAS	TK	0	0	0	0	0	0	0	0	0	0	0
	K	1	0	0	0	0	0	0	0	0	0	1
	1	1	0	0	0	0	0	0	0	0	0	1
	2	3	0	0	0	0	0	0	0	0	0	3
	3	3	0	0	0	0	0	0	0	0	0	3
	4	0	0	0	0	0	0	0	0	0	0	0
	5	1	0	0	0	0	0	0	0	0	0	1
	6	0	0	0	0	0	0	0	0	0	0	0
	7	3	0	0	0	0	0	0	0	0	0	3
	8	4	0	0	0	0	0	0	0	0	0	4
	9	2	0	0	0	0	0	0	0	0	0	2
	10	2	0	0	0	0	0	0	0	0	0	2
	11	1	0	0	0	0	0	0	0	0	0	1
	12	<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>0</u>
	Total	21	0	0	0	0	0	0	0	0	0	21
SHS	9	0	0	0	0	0	0	0	0	0	0	0
	10	1	0	0	0	0	0	0	0	0	0	1
	11	5	0	0	0	0	0	0	0	0	0	5
	12	<u>2</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>2</u>
	Total	8	0	0	0	0	0	0	0	0	0	8
TOTAL Enroll		440	0	0	0	0	0	0	0	0	0	440

**MENDOCINO GRAMMAR SCHOOL
STUDENT BODY ACCOUNT
2021-2022 MONTHLY SUMMARY
PERIOD: AUGUST 2021**

	BALANCE	INCOME	EXPENSE	NEW BALANCE
KINDERGARDEN	35.10			35.10
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	193.78			193.78
GENERAL STUDENT BODY	3.52	0.01		3.53
MULTI-PURPOSE STAGE	55.78			55.78
To be Reimbursed MUSD	-225.00			-225.00
TOTAL	284.18	0.01	0.00	284.19

MENDOCINO MIDDLE SCHOOL
STUDENT BODY ACCOUNT
2021-22 MONTHLY SUMMARY
PERIOD: AUGUST 2021

DESCRIPTION	Beginning Balance	Income	Expenses	Ending Balance
6-8 Art Field Trips	\$ 829.98			\$ 829.98
6-8 Boys Free Throw	\$ -			\$ -
6-8 Girls Free Throw	\$ -			\$ -
6th Grade Class	\$ -			\$ -
6th Grade Trips	\$ 6,340.48			\$ 6,340.48
6-8 Trips	\$ -			\$ -
7-8 Boy's BB	\$ 632.62			\$ 632.62
7-8 Girl's BB	\$ 737.17			\$ 737.17
7th Grade Class	\$ 2,669.17			\$ 2,669.17
8th Grade Class	\$ -			\$ -
8th Grade Trip	\$ 64.95			\$ 64.95
Art Fund	\$ 2,567.18			\$ 2,567.18
Athletics	\$ 574.41			\$ 574.41
AVID	\$ -			\$ -
Chess Club	\$ -			\$ -
Chorus	\$ -			\$ -
Cooking Club	\$ 273.93			\$ 273.93
Film Club	\$ 89.00			\$ 89.00
Grad Dance	\$ -			\$ -
Maker Faire	\$ -			\$ -
Outdoor Survival	\$ -			\$ -
PE Fund	\$ -			\$ -
School Supplies	\$ -			\$ -
Science	\$ 309.48			\$ 309.48
Student Council	\$ 1,670.19	\$0.88		\$ 1,671.07
Volleyball	\$ 3,320.28			\$ 3,320.28
Yearbook	\$ 588.62			\$ 588.62
Yearend Activities	\$ -			\$ -
TOTAL	\$ 20,667.46	\$0.88	\$0.00	\$ 20,668.34

\$ 20,668.34

\$ - DIF

**MENDOCINO HIGH SCHOOL
STUDENT BODY ACCOUNT
2021-2022 MONTHLY SUMMARY
PERIOD: AUGUST 2021**

	DESCRIPTION	Begin Balance	Income	Expenses	Ending Balance
GENERAL FUNDS					
	Athletic Travel/Requests	1199.68			1199.68
	Athletics - Officials only	4142.80			4142.80
	CTE Art	474.00			474.00
	CTE Media	0.00			0.00
	CTE Woodshop	119.83			119.83
	Facilities (key dep)	1908.05			1908.05
	Library	96.20			96.20
	MCHS General	1344.70			1344.70
	MCHS Outdoor Leadership	493.15			493.15
	MCHS Yearbook	280.00			280.00
	PACT Testing	525.00			525.00
	PSAT/SAT workbooks	1050.00			1050.00
	Request (donations/interest)	128.60	1.91		130.51
	Sober Grad	2164.49			2164.49
	Skate Ramp Fund	500.87			500.87
	SONAR	4273.34			4273.34
	Store	160.33			160.33
	Student Council	602.54	480.00		1082.54
	Youth Prevention	92.50			92.50
CLASSES					
	Class of 16	500.00			500.00
	Class of 19	306.26			306.26
	Class of 20	0.00			0.00
	Class of 21	327.48			327.48
	Class of 22	1066.75			1066.75
	Class of 23	0.00			0.00
FALL SPORTS					
	Boys Soccer	238.76			238.76
	Football	134.12			134.12
	Girls Soccer	25.00			25.00
	Volleyball	826.85			826.85
WINTER SPORTS					
	Boys Basketball	1441.85			1441.85
	Girls Basketball	2239.73			2239.73
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	245.84			245.84
	Culinary	944.40			944.40
	Electronics	1051.69			1051.69
	Horticulture/Botany Club	1720.35			1720.35
	Improv club	-3.10			-3.10
	Interact Club-Activity	4153.36			4153.36
	Interact Club-Administrative	2793.10			2793.10
	Leadership	56.44			56.44

Model U.N.	-5.29			-5.29
Multi-Cultural Club	305.00			305.00
Radio	1033.81			1033.81
Science Club	71.09			71.09
S.E.A. Club	30.00			30.00
Workability/Cardinal Express	146.41			146.41
Yearbook	-4412.19	2520.00		-1892.19
Yoga Club	0.00			0.00
A/E WEEK	0.00			0.00
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	303.44			303.44
AE WEEK Coastal Adventures	0.00			0.00
AE WEEK College Tours	7.75			7.75
AE WEEK Creative Writing	0.00			0.00
AE WEEK Culinary	94.31			94.31
AE WEEK Drivers Ed Class	0.00			0.00
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	3392.67			3392.67
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	44166.50	3001.91	0.00	47168.41

47168.41

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0.00

**Mendocino Unified School District
Mendocino Teachers Association**

**Article 3 – Hours of Agreement
Tentative Agreement
TA 2021-22-04: School Calendar**

It is agreed between MUSD and MTA that the dates for President's Week for the 2022-23 & 2023-24 school years will be changed as noted below:

President's Week for the 2022-23 school year will be changed to incorporate President's Day which is on February 20, 2023. Therefore, the school instructional calendar will change President's Week to February 20, 2023 through February 24, 2023.

President's Week for the 2023-24 school year will be changed to incorporate President's Day which is on February 19, 2024. Therefore, the school instructional calendar will change President's Week to February 19, 2024 through February 23, 2024.


For Mendocino Teachers Association

9/16/21
Date


Diana Dominguez, MTA President

For Mendocino Unified School District:

9/20/21
Date


Jason Morse, Superintendent

Mendocino Unified School District 2022-23 Instructional Calendar

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M	T	W	T	F	2022 (8)
1	2	3	4	5	
8	9	10	11	12	
[15]	16	17	18	(19)	Certif. Staff Dev. 8/15-8/19
(22)	23	24	25	26	8/19 Staff Welcome Back
29	30	31			8/22 First Day

M	T	W	T	F	2023 (15)
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	2/20-2/24 President's Week
[20]	21	22	23	24	
27	28				

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M	T	W	T	F	2022 (21)
			1	2	9/5/22 Labor Day
[5]	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

M	T	W	T	F	2023 (23)
		1	2	3	
6	7	(8)	9	10	3/8/23 Min. Day & ½ day
13	14	15	16	17	of Prof. Dev.
20	21	22	23	24	
27	28	29	30	31	

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M	T	W	T	F	2022 (20)
3	4	5	6	7	K-8 Parent Conf. Wk
10	11	12	13	[14]	10/14/22 Oct. Break
17	18	19	20	21	
24	25	(26)	27	28	10/26/22 Minimum Day
31					& ½ day PD

M	T	W	T	F	2023 (15)
[3]	4	5	6	7	4/3-4/7 HS AE Week
[10]	11	12	13	14	4/10-4/14 Spring Break
17	18	19	20	21	
24	25	26	27	28	

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M	T	W	T	F	2022 (16)
	1	2	3	4	
7	8	9	10	[11]	11/11/22 Veterans Day
14	15	16	17	18	
[21]	22	23	24	25	Thanksgiving
28	29	30			(11/21-11/25)

M	T	W	T	F	2023 (22)
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	5/29/23 Memorial Day
[29]	30	31			

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M	T	W	T	F	2022 (12)
			1	2	
5	6	7	8	9	
12	13	14	15	(16)	12/16/22 Minimum Day
[19]	20	21	22	23	Winter Break
26	27	28	29	30	12/19/22-12/30/22

M	T	W	T	F	2023 (7)
			1	2	
5	6	7	(8)	(9)	6/8& 6/9 Minimum days
12	13				6/9/23 Last Day
					6/12 & 6/13 Storm days

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M	T	W	T	F	2023 (21)
2	3	4	5	6	
9	10	11	12	13	1/16/23 MLK Holiday
[16]	17	18	19	(20)	1/20/23 HS/K-8 Semester Ends
23	24	(25)	26	27	1/25/23 Min. Day &
30	31				½ Day Prof. Dev.

10/26/22 Minimum Day & 1/2 Day Prof. Dev.
 11/11/22 Veterans Day
 11/21-11/25 Thanksgiving
 12/16/22 Minimum Day
 12/19/22-12/30/22 Winter Break
 1/16/23 Martin Luther King
 1/20/23 K-8 Semester Ends
 1/25/23 Minimum Day & 1/2 Day Prof. Dev.
 2/20-2/24/23 Presidents Week
 3/8/23 Minimum Day & ½ Day of Prof. Dev.
 4/3-4/7/23 HS AE Week
 4/10-4/14/23 Spring Break
 5/29/23 Memorial Day
 6/8 & 6/9 Minimum Days
 6/9/23 Last Day

8/15-8/19/22 Certificated Staff Development
 8/29/22 Welcome Back Day
 8/22/22 First Day of School
 9/5/22 Labor Day
 10/14/22 October Break (1 day)

**Mendocino Unified School District
2023-24 Instructional Calendar**

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M	T	W	T	F	2023 (4)
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	Certif.Staff Dev. 8/21-8/25
[21 22 23 24 (25)]	8/25 Staff Welcome Back				
(28)	29	30	31		8/28 First Day

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M	T	W	T	F	2023 (20)
				1	9/4/23 Labor Day
[4]	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

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M	T	W	T	F	2023 (21)
2	3	4	5	6	K-8 Parent Conf. Wk
9	10	11	12	[13]	10/13/23 Oct. Break
16	17	18	19	20	
23	24	(25)	26	27	10/25/23 Minimum Day & ½ day PD
30	31				

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M	T	W	T	F	2023 (16)
		1	2	3	
6	7	8	9	[10]	
13	14	15	16	17	
[20 21 22 23 24]	Thanksgiving (11/20-11/24)				
27	28	29	30		

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M	T	W	T	F	2023 (16)
				1	
4	5	6	7	8	
11	12	13	14	(15)	12/15/23 Minimum Day
18	19	20	21	22	Winter Break
[25 26 27 28 29]	12/25/23-1/5/24				

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M	T	W	T	F	2024 (17)
1	2	3	4	5]	
8	9	10	11	12	
[15]	16	17	18	19	1/15/24 MLK Holiday
22	23	(24)	25	(26)	1/24/24 Min. Day & ½ Day Prof. Dev.
29	30	31			1/26/24 K-8 Semester Ends

8/21-8/25/23

8/25/23

8/28/23

9/4/23

10/13/23

Certificated Staff Development

Welcome Back Day

First Day of School

Labor Day

October Break (1 day)

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M	T	W	T	F	2024 (16)
			1	2	
5	6	7	8	9	
12	13	14	15	16	2/19-2/23 President's Week
[19 20 21 22 23]					
26	27	28	29		

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M	T	W	T	F	2024 (21)
				1	
4	5	(6)	7	8	3/6/24 Min. Day & ½ day of Prof. Dev.
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

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M	T	W	T	F	2024 (17)
[1 2 3 4 5]	4/1-4/5 HS AE Week				
[8 9 10 11 12]	4/8-4/12 Spring Break				
15	16	17	18	19	
22	23	24	25	26	
29	30				

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M	T	W	T	F	2024 (22)
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	5/27/24 Memorial Day
[27]	28	29	30	31	

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M	T	W	T	F	2024 (10)
3	4	5	6	7	
10	11	12	(13) (14)		6/13& 6/14 Minimum days
17 18	6/14/24 Last Day 6/17 & 6/18 Storm days				

10/25/23

11/20-11/24

12/15/23

12/25/23-1/5/24

1/15/24

1/24/24

1/26/24

2/19-2/23/24

3/6/24

4/1-4/5/24

4/8-4/12/24

5/27/24

6/13 & 6/14

6/14/24

Minimum Day & 1/2 Day Prof. Dev.

Thanksgiving

Minimum Day

Winter Break

Martin Luther King

Minimum Day & 1/2 Day Prof. Dev.

K-8 Semester Ends

Presidents Week

Minimum Day & ½ Day of Prof. Dev.

HS AE Week

Spring Break

Memorial Day

Minimum Days

Last Day

**Mendocino Unified School District
Mendocino Teachers Association**

**Article 4 – Compensated Leaves
Tentative Agreement
TA 2021-22-05: MTA Sick Leave Bank**

4.10.2.7 states that contributions to the MTA Sick Leave Bank shall be made by the August paycheck. It is hereby agreed upon by MTA and MUSD, that for the 2021-22 school year, contributions to the MTA Sick Leave Bank can be made by the December paycheck.

The current number of days in the Bank at the beginning of the school year exceeds 100, therefore no contribution will be required of returning members. Those joining for the first time and those returning from leave will be required to contribute one day to the Bank.


For Mendocino Teachers Association

10/8/21
Date


Diana Dominguez, MTA President

For Mendocino Unified School District:

10/11/21
Date


Jason Morse, Superintendent

MENDOCINO UNIFIED SCHOOL DISTRICT
Classified Job Description

CLASS TITLE:
Administrative Assistant – K-8

RANGE: 41

DUTY DAYS: 207
17 before/10 after

BASIC FUNCTION:

Under supervision of site administrator, serves as assistant to the site administrator, assisting in the development of procedures relating to the operation of the school; acting as a liaison between the public, staff, administration and students; taking initiative as appropriate.

REPRESENTATIVE DUTIES:

- Act as liaison between public, staff, administration and students, receiving information and messages and forwarding them in an efficient, timely manner.
- Monitors the efficient operation of the school office.
- Prepare, duplicate, collate, file and distribute necessary correspondence, bulletins, reports, and forms in a timely fashion.
- Maintain an up-to-date knowledge of all school functions, programs and events; schedule and plan events as assigned.
- Keep administrator informed of problems, potential problems, emergencies, conflicts and a wide variety of school or district operations.
- Attend meetings as requested by the site administrator.
- Maintain an accurate up-to-date substitute list and arrange for substitutes as necessary.
- Compile staff absence and supplementary payroll records.
- Update and monitor budgets, purchases and expenditures.
- Collect and deposit all monies flowing through the school office, i.e. student body funds, abatements, student deposits, fees and purchases.
- Provide first aid as needed or make referrals to proper authority.
- Maintain inventory and compile annual supply order.
- Maintain facility keys.
- Schedule use of facilities for school personnel and other users.
- May calculate and report monthly attendance, and notify parents of student attendance patterns.
- Assists with registration and orientation of new students
- Sort and distribute incoming mail, process out-going mail as assigned.
- Maintain cooperative relationships with those contacted in the course of work.
- Train and supervise student office aides as necessary
- Perform related duties as assigned by the administrator.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Modern office practices, procedures and equipment
Principles of office and time management

Correct English usage, grammar, spelling, punctuation and vocabulary
Receptionist and telephone techniques and etiquette
Record keeping and filing systems
Basic math and computation methods
Interpersonal skills using tact, patience and courtesy even when under pressure
Operation of a personal computer
When to ask for help or guidance

ABILITY TO:

Work confidentially with discretion
Understand and respect the rights of students
Perform and coordinate office, secretarial and clerical work.
Learn, interpret, apply and explain school and District policies, rules and objectives
Anticipate and plan ahead for upcoming activities
Understand the school social system as well as the nature and purpose of public schools
Combine a facilitative, helpful style with an orderly and systematic procedure
Self-supervise and regulate job priorities
Use a computer and other standard office equipment
Learn and use Aeries system software
Learn and use ParentSquare system software
Bend, stoop, lift properly, lift up to 30 lbs
Sit for extended periods of time

EDUCATION AND EXPERIENCE

An associate of arts degree or the equivalent, which can be measured by training and/or experience.

LICENSES AND OTHER REQUIREMENTS:

Fingerprint clearance for the Department of Justice
Valid California Driver's License

WORKING CONDITIONS:

Office environment

COVID Safety Coordinator

Range 41

Duty days: 10 month

Basic Function:

Under the supervision of the superintendent, perform and coordinate all duties relating to COVID-19 in the school setting.

Representative Duties:

- Receive training on performing COVID tests
- Coordinate COVID testing at the school sites
- Communicate COVID test results to parents and staff
- Responsible for creating and disseminating all COVID communication with staff, parents, and students
- Keep records of all COVID tests
- Order and deliver COVID PPE and tests for use at school sites
- Act as COVID liaison with the Mendocino County Public Health Department, California Department of Public Health, and the Mendocino County Office of Education
- Coordinate staff COVID vaccines with the Mendocino Coast Clinic
- Coordinate staff and student COVID tests with the Mendocino Coast Clinic
- Read and disseminate pertinent COVID information from the CDPH and CDC
- Communicate with staff, students, and parents when an exposure is identified within the school district

Knowledge and Abilities:

Knowledge of:

- Microsoft Word, Excel, and Powerpoint
- Google Docs

Ability to:

- Work cooperatively with others
- Communicate clearly and effectively with all stakeholders
- Relate in a positive manner with other employees
- Lift objects weighing up to 50 pounds
- Meet schedules and timelines
- Understand and follow oral and written directions

Education and Experience:

- High School Diploma or its equivalent

Licenses and Other Requirements:

- Fingerprint clearance for the Department of Justice
- Valid California Driver's License

Working Conditions:

Indoor and outdoor environment, subject to driving from site to site within the district.

Mendocino Unified School District
CEMUS 2021-22
Board Approved May 20, 2021

4% Educational Increment

STEP	1	2	3	4	5	6	7	8	9	10	11	long.
RANGE												
23	13.71	14.26	14.83	15.41	16.04	16.68	17.35	18.04	18.76	19.51	21.50	22.38
24	13.99	14.55	15.12	15.72	16.38	17.01	17.70	18.41	19.15	19.91	21.93	22.82
25	14.27	14.84	15.42	16.05	16.69	17.36	18.05	18.77	19.52	20.30	22.38	23.28
26	14.56	15.13	15.75	16.38	17.04	17.72	18.43	19.17	19.94	20.73	22.85	23.76
27	14.85	15.43	16.06	16.70	17.37	18.06	18.78	19.53	20.31	21.12	23.29	24.22
28	15.14	15.76	16.39	17.05	17.73	18.44	19.18	19.95	20.74	21.56	23.77	24.72
29	15.44	16.07	16.71	17.38	18.08	18.79	19.54	20.32	21.13	21.98	24.23	25.20
30	15.76	16.39	17.05	17.73	18.44	19.18	19.95	20.74	21.56	22.43	24.72	25.71
31	16.07	16.71	17.38	18.08	18.79	19.54	20.32	21.13	21.98	22.86	25.21	26.22
32	16.38	17.05	17.73	18.44	19.18	19.95	20.74	21.56	22.43	23.33	25.72	26.75
33	16.72	17.39	18.09	18.81	19.56	20.34	21.15	22.01	22.88	23.80	26.22	27.27
34	17.06	17.74	18.45	19.19	19.96	20.76	21.59	22.46	23.36	24.29	26.78	27.85
35	17.40	18.10	18.82	19.57	20.35	21.16	22.02	22.89	23.81	24.75	27.29	28.38
36	17.74	18.45	19.19	19.96	20.76	21.59	22.46	23.36	24.29	25.27	27.86	28.97
37	18.10	18.82	19.57	20.35	21.16	22.02	22.89	23.81	24.75	25.74	28.37	29.50
38	18.46	19.20	19.97	20.77	21.61	22.47	23.37	24.30	25.28	26.29	28.97	30.13
39	18.82	19.57	20.35	21.16	22.02	22.89	23.81	24.75	25.74	26.77	29.52	30.70
40	19.20	19.97	20.77	21.61	22.47	23.37	24.30	25.28	26.29	27.34	30.13	31.34
41	19.58	20.38	21.17	22.03	22.90	23.83	24.77	25.77	26.80	27.87	30.72	31.95
42	19.98	20.78	21.62	22.48	23.38	24.32	25.29	26.30	27.35	28.44	31.36	32.61
43	20.37	21.18	22.04	22.91	23.84	24.78	25.78	26.81	27.86	29.00	31.97	33.25
44	20.78	21.62	22.48	23.38	24.32	25.29	26.30	27.35	28.44	29.58	32.60	33.90
45	21.20	22.05	22.92	23.85	24.78	25.79	26.82	27.89	28.01	30.16	33.25	34.58
46	21.63	22.50	23.40	24.33	25.30	26.31	27.36	28.45	29.59	30.76	33.91	35.27
47	22.06	22.93	23.86	24.80	25.80	26.83	27.90	29.02	30.16	31.38	34.60	35.98
48	22.50	23.40	24.33	25.30	26.31	27.36	28.45	29.59	30.76	32.00	35.28	36.69
49	22.94	23.87	24.82	25.81	26.84	27.91	29.03	30.19	31.40	32.65	35.99	37.43
50	23.41	24.34	25.31	26.33	27.38	28.48	29.61	30.79	32.03	33.31	36.72	38.19
51	23.88	24.84	25.82	26.85	27.92	29.04	30.20	31.41	32.66	33.97	37.45	38.95
52	26.08	27.12	28.20	29.33	30.50	31.73	32.99	34.31	35.68	37.11	40.91	42.55

Range 25:	Instructional Aide, Integrative Aide, Office Assistant,
Range 26:	Preschool Teacher Assistant, Cook
Range 27:	Library Assistant
Range 30:	Custodian
Range 32:	Grounds Keeper
Range 35:	Accounts Payable/Office Asst., Manager Cook, MCN Inside Operations Agent
Range 36:	Maintenance Worker I, Lead Custodian, Preschool Teacher
Range 39:	Maintenance Worker II, Chorus Accompanist
Range 40:	Bus Driver
Range 41:	Payroll/Accounting Technician, Administrative Assistant, Lead Technical Sales + Billing, Registrar
Range 42:	Administrative Support - H.S.
Range 43:	MCN Operations Technician
Range 48:	MCN Inside + Outside Operations Manager
Range 50:	MCN Operations Engineer
Range 51:	Lead Bus Mechanic
Range 52:	Computer Support Technician
	See separate schedule for Jr. + Sr. Network Administrators

Effective 7/1/07 an employee who has worked in the classified service of the District for a period of 14 years or more shall receive a longevity increment of 4% at the commencement of their 15th year.

Effective 07-01-2020 - 12 Month Employees will be contracted for 260 days per year

Per Section 11.9.1 of the CEMUS Collective Bargaining Unit Agreement, unit members may earn up to two (2) professional development increments, or a maximum of an 8% salary adjustment.

Board Consideration: 10/21/2021



Project Modification Agreement

Project Title:	Boundary Research and Field Survey of Mendocino High School
Client:	Mendocino Unified School District
Client Contract/PO #:	Service Agreement June 8, 2021
SHN Job Number:	421046
Project Manager:	Matt Herman
Change No.:	1

Project requirements or conditions encountered indicate that the Scope of Services included in this Project must be revised. CLIENT and SHN hereby agree that the Project Scope of Services, Schedule, and/or Budget shall be revised as described below.

Scope of Services Change:

Replace missing property corners with durable metal pipe monuments and steel fence posts, identify the approximate limits of the County of Mendocino's rights in Kasten Street, prepare a Record of Survey of the Mendocino High School Boundary including the norther portion of Kasten Street, file the Record of Survey with the Mendocino County Recorder, provide the District and the District's architect with electronic files of the boundary location for use in the campus renovation project.

Impact To:

Initial Budget:	\$18,000	
Current Budget:	\$18,000	(Reflecting Prior Changes)
Budget Change:	\$9,500	(Addition or Reduction +/-)
Revised Budget:	\$27,500	
Initial Schedule:	8	(Wks)
Current Schedule:	8	(Reflecting Prior Changes)
Schedule Change:	6	(Addition or Reduction +/- Wks)
Revised Schedule:	14	(Wks)
Other:		

Individuals Endorsing Change:

Matthew T. Herman

SHN Project Manager

Matthew T. Herman
(signature)

Thomas M. Herman

SHN Project QA/QC

X
Thomas M. Herman
(signature)

Authorization to Proceed with Change:

Jason Island

SHN Consulting Engineers & Geologists, Inc.

X
Client

Date: 9/21/2021

Date: _____

2021-22 - Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

District: Mendocino Unified School District

Person completing this form: Jason Morse, Superintendent

Quarterly Report Submission Date:
(check one)

- ☒
☐
☐
☐

October 2021 (July, Aug, Sept 2021) **1st quarter**
January 2022 (Oct, Nov, Dec 2021) **2nd quarter**
April 2022 (Jan, Feb, March 2022) **3rd quarter**
July 2022 (April, May, June 2022) **4th quarter**

Date for information to be reported publicly at governing board meeting:

Please check the box that applies:



No complaints were filed with any school in the district during the quarter indicated above.



Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

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


Signature of Person Completing this form

10/21/21
Date

Signature of County Superintendent

Date

☐ Forwarded a copy of this completed report to the
County Board of Education

Emergency Operations Plan for Mendocino Unified School District

October 2021-22



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) in your school – an overview	6
A word about Unified Command	7
EOC Management 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, 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

2021-22 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
Jeanne Sullivan	K-8 Administrative Assistant
Cheyenne Davis	Lead School Psychologist

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

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

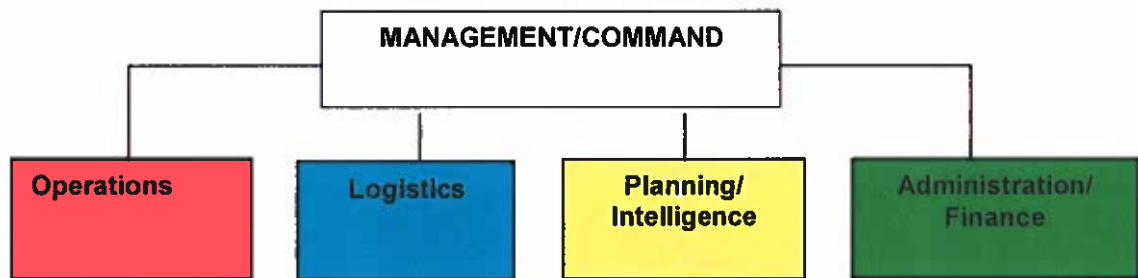
During an emergency, the Management/Command Section gathers together in an area/room to set-up a "command center" also known as the Emergency Operations Center (EOC). In the EOC, the Management Section makes decisions affecting response activities based upon information coming in from the Section Chiefs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

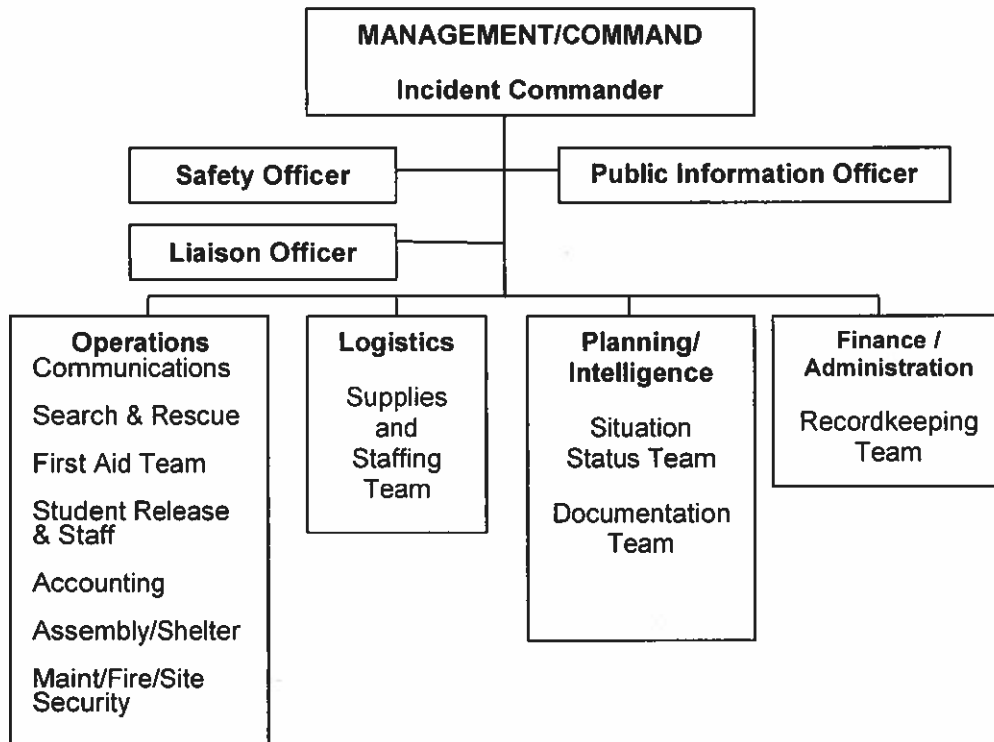
In the EOC, this means that first responder representatives will essentially be running response activities in consultation with the school's Management Team and Section Chiefs. In the field, Team Leaders and Team Members will work alongside first response teams, *unless* the Incident Commander has deemed 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.

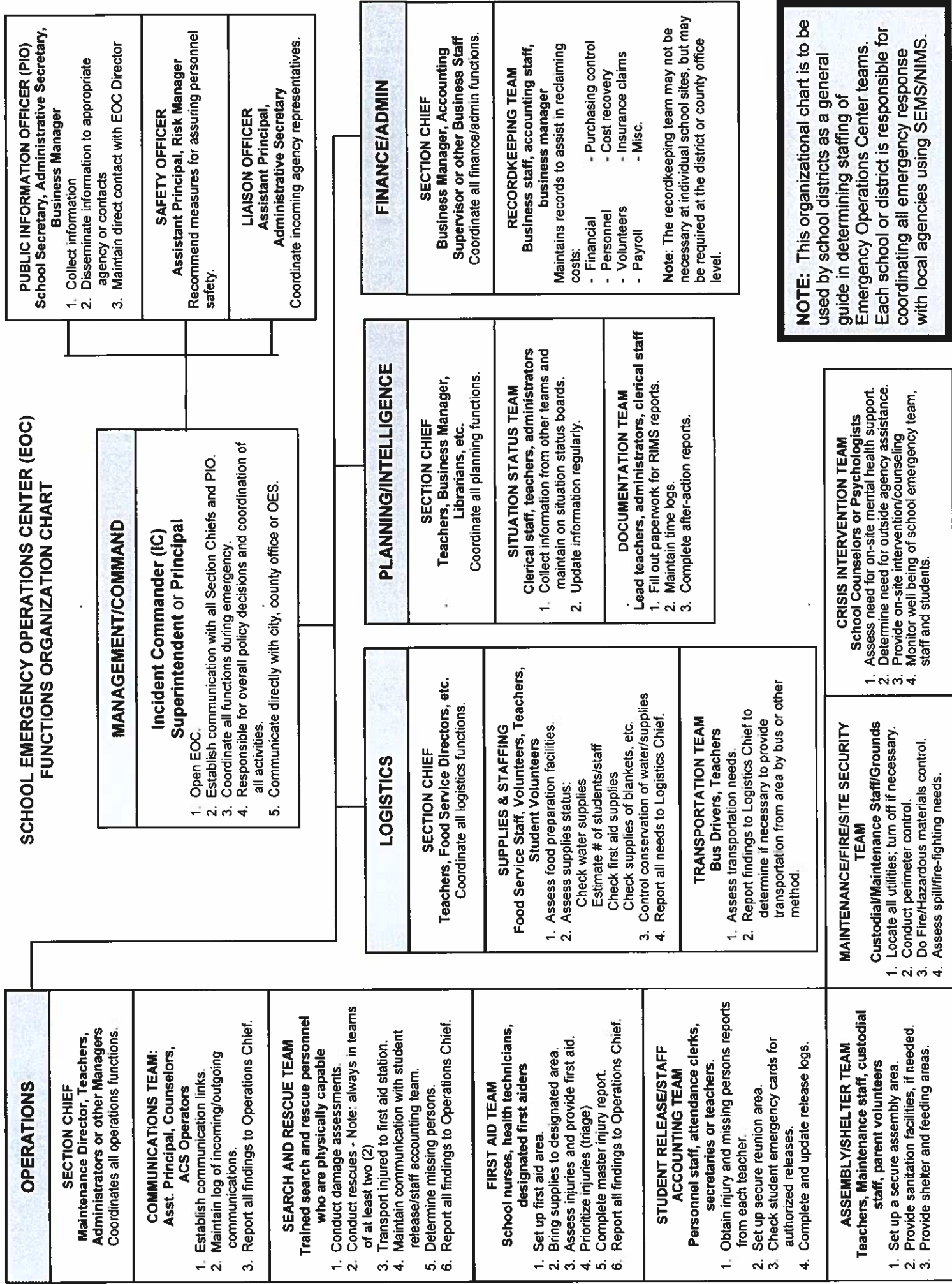
WHY USE NIMS?

- 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



MANAGEMENT

INCIDENT COMMANDER:

Kim Humrichouse

ALTERNATE:

Jason Morse

PIO:

Erin Placido

ALTERNATE:

Jason Morse

SAFETY OFFICER:

Jason Morse

ALTERNATE:

Erin Placido

LIAISON:

Tiffany Grant

ALTERNATE:

Meg Kailikole

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

OPERATIONS

Section Chief:

Laura Lucier

Alternate: Megan Perry

Communication Team:

1. * Tracy Elo
2. Jeanne Sullivan

Search & Rescue Team:

1. * John Moran
2. ** Alex Fosse
3. Sara Fries
4. Darcie Plocher

First Aid Team:

1. * Linda Freeling
2. Seneca Siuis
3. Molly Root
4. Eric Triplett

Student Release/Staff Acting

1. * Laura Lucier
2. Megan Perry
3. Kim Bratton
4. Hannah Grinberg

Assembly/Shelter:

1. * Irish Evans
2. ** Diane Price
3. Barb Mueller

LOGISTICS

Section Chief:

Jeanne Sullivan

Alternate: Tracy Elo

Staffing and Supplies

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

Transportation Team:

1. * Ceil McDonell
2. Lori Roberts
3. Sara Kain
4. Christine Kenton

Crisis Intervention Team:

1. * Chevenne Davis
2. ** Anna Levy
3. Cecilia Jimenez

Maintenance/Fire/Site Security (Reports to Operations)

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

PLANNING/INTELLIGENCE

Section Chief:

Erin Placido

Alternate: 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 Draver
4. Beth Renslow
5. Iana Porter

6. Jesse Meuschke

7. Jordan West
8. Mimi DuVigneaud
9. Aimee Frederick
10. All Instructional/Integrative Aides

FINANCE/ADMIN

Section Chief:

Meg Kailikole

Alternate: Jason Morse

Recordkeeping Team:

1. *
2. **
3. _____

Other:

1. *
2. **
3. _____

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

MANAGEMENT

INCIDENT COMMANDER:

Tobin Hahn

ALTERNATE:

Jason Morse

PIO:

Erin Placido

ALTERNATE:

Jason Morse

SAFETY OFFICER:

Jason Morse

ALTERNATE:

Erin Placido

LIAISON:

Tiffany Grant

ALTERNATE:

Meg Kailikole

OPERATIONS

Section Chief:

Megan Smithyman

Alternate:

Communication Team:

1. * Noah Gold

2. ** Diana Dominguez

3. James Wroble

Search & Rescue Team:

1. * May Martin - lead

2. Liz Newkirk

3. Tom Sosnovec

First Aid/Medical Team:

1. Derek Hutchinson - lead

2. Marshall Brown

3. Ryan Olson Day

4. Lora Barnett-Tuomala

Student Security

1. * Sam Stump - lead

2. Meghan Miller

3. James Eastman

4. Laura Leavitt

LOGISTICS

Section Chief:

Marci Arter

Alternate:

Staffing and Supplies

1. * Barbara Mueller

2. ** Diane Price

3. Rogelio (Roy) Munoz

4. Vince Tuomala

Transportation Team:

1. * Ceil McDonnell - lead

2. Lori Roberts

3. Sara Kain

4. Christine Kenton

Crisis Intervention Team:

1. * Cheyenne Davis

2. ** Anny Levy

3. Anna Yanez

4. Cecilia Jimenez

Maintenance/Fire/Site Security

(Reports to Operations)

1. * Paulo Andrade

2. ** Kyle Rodrigues

3. Kiva Myers

4. Travis Volles

PLANNING/INTELLIGENCE

Section Chief:

Erin Placido

Alternate:

Situation Status Team:

1. * Tiffany Grant

2. ** Michele Sheldon

3. _____

Documentation Team:

1. * Tiffany Grant

2. ** Michele Sheldon

3. _____

FINANCE/ADMIN

Section Chief:

Meg Kailikole

Alternate:

Recordkeeping Team:

1. * Tiffany Grant

2. ** _____

3. _____

Other:

1. * _____

2. ** _____

3. _____

Assembly/Shelter:

(Reports to Operations)

1. * Kamala Lance - lead

2. Pamela Duncan

3. Eric Rain

4. Taimi Barty

Student Release/Staff Accounting

(Reports to Operations)

1. * Marci Arter

2. Liz Newkirk (Alt)

3. Meredith Frederick

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

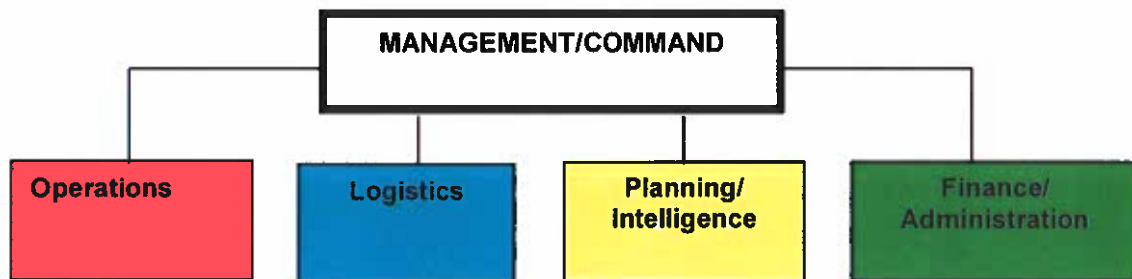
Meg K Designee 2

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

Tracy Elo Designee 1

Contact Info 937-0564

Contact Info: _____

Jeanne Sullivan 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: _____

Alex Fosse Designee 2

Contact Info: 937-0564

Contact Info: _____

Contact Info: _____

Contact Info: _____

Go-Kit Location: site office

• First Aid Team Leader

Linda Freeling Designee 1

Contact Info 937-0515

Seneca Sluis 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

Contact Info: _____

Diane Price Designee 2

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

Contact Info: _____

Barb Mueller Designee 2

Contact Info: 937-0564

Contact Info: _____

Contact Info: _____

Contact Info: _____

Go-Kit Location: maintenance room

• Crisis Intervention Team Leader

Cheyenne Davis Designee 1

Contact Info: 937-5871

Contact Info: _____

Anna Levy Designee 2

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

Designee 2

Contact Info: _____

Contact Info: 937-5871

Contact Info: _____

Contact Info: _____

Contact Info: _____

Go-Kit Location: site office

• Communications Team Leader

Noah Gold Designee 1

Contact Info 937-5871

Contact Info: _____

Diana Dominguez Designee 2

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

Contact Info: _____

Liz Newkirk Designee 2

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

Contact Info: _____

Marshall Brown Designee 2

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

Contact Info: _____

Liz Newkirk Designee 2

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

Cheyenne Davis Designee 1

Contact Info: 937-0564

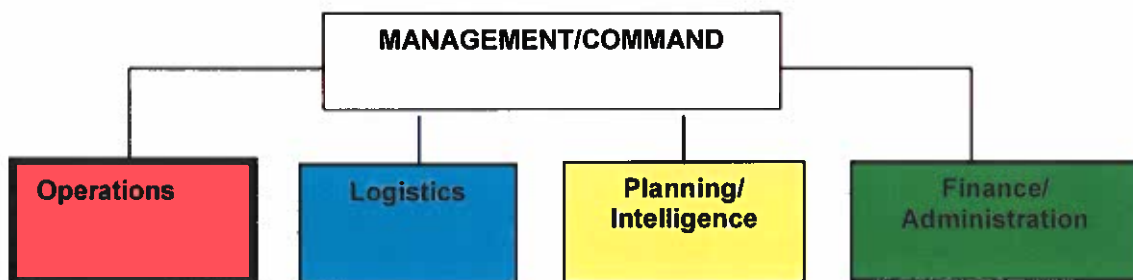
Anna Levy Designee 2

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

CRISIS INTERVENTION TEAM LEADER

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

CRISIS INTERVENTION TEAM LEADER

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

CRISIS INTERVENTION TEAM LEADER

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

CRISIS INTERVENTION TEAM

- 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

- | | |
|--|--|
| <input type="checkbox"/> Team Leader Checklist | <input type="checkbox"/> Job description clipboard |
| <input type="checkbox"/> Team Checklist and Contact Informa | <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 |

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

SEARCH & RESCUE TEAM

Go-Kit

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

Jeanne Sullivan Designee 1

Contact Info: 937-0564

Contact Info: _____

Tracy Elo Designee 2

Contact Info: 937-0515

Contact Info: _____

Contact Info: _____

Contact Info: _____

Go-Kit Location: site offices

- **Supplies & Staffing Team Leader**

Barbara Mueller Designee 1

Contact Info

Contact Info: _____

Contact Info: 937-1603

Contact Info: _____

Diane Price Designee 2

Contact Info: 937-4640

Contact Info: _____

Go-Kit Location: Cafeteria

- **Transportation Team Leader**

Ceil McDonell Designee 1

Contact Info: 937-2877

Contact Info: _____

Lori Roberts Designee 2

Contact Info: 937-2877

Contact Info: _____

Contact Info: _____

Go-Kit Location: Bus Barn

- **9-12 Logistics Team Roster**

Section Chief

Marci Arter Designee 1

Contact Info 937-5871

Contact Info: _____

TBD 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: _____

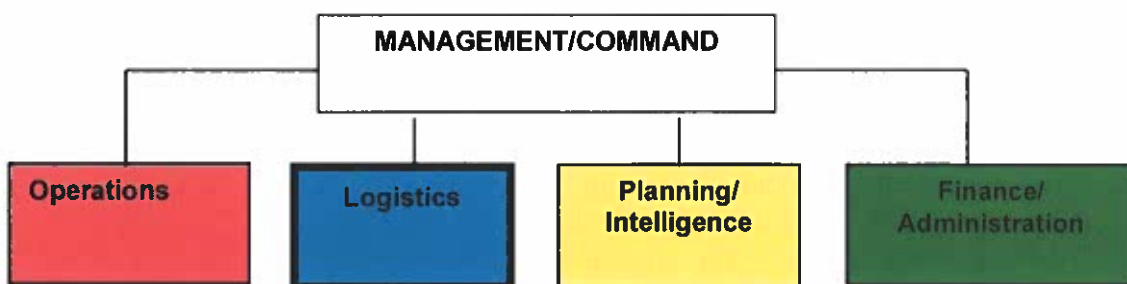
Lori Roberts Designee 2

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

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

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 Designee 1

Contact Info 937-5868

Contact Info: _____

Jason Fruth Designee 2

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

Contact Info: _____

Michele Sheldon Designee 2

Contact Info: 937-5868

Contact Info: _____

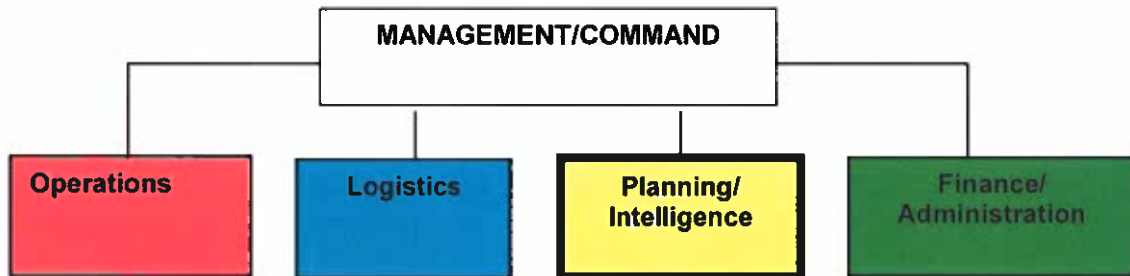
Contact Info: _____

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

SECTION CHIEF

Go-Kit

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

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

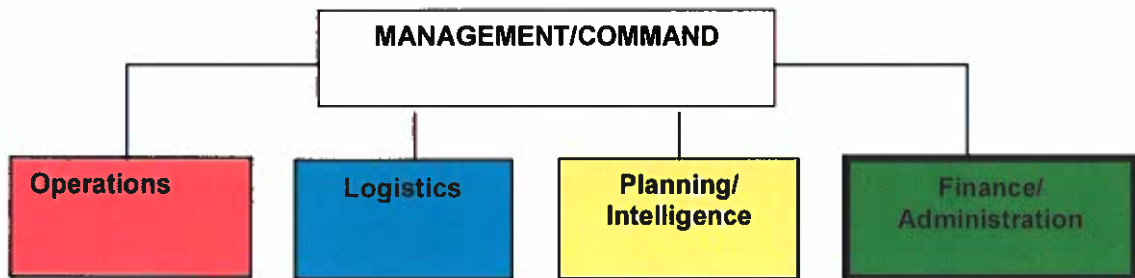
Michele Sheldon Designee 2

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

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

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: OF SCHOOL

CANCELLATION/CLOSURE

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 STAFFING LIST		DISTRICT:
FOR OPERATIONAL PERIOD: FROM: <i>Date</i> <i>Time</i>		PREPARED: <i>Date</i> <i>Time</i>
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 SECTION TASKS		DISTRICT:		Part A
For Op Period from: <i>Date</i>		<i>Time</i>		to: <i>Date</i>
				<i>Time</i>
MANAGEMENT SECTION		Assigned To:		
PIO SECTION		Assigned To:		
OPERATIONS SECTION		Assigned To:		

EOC SECTION TASKS		DISTRICT:		Part B
For Op Period from: <i>Date</i>		<i>Time</i>	to: <i>Date</i>	<i>Time</i>
PLANNING SECTION			Assigned To:	
LOGISTICS SECTION			Assigned To:	
FINANCE SECTION			Assigned To:	

EOC Management Situation Report (page 1 of 2)

DATE:	TIME:	REPORT NO.	RPTG PERIOD	8 12 24
PREPARED BY:		EVENT:		
DIRECTOR (Shift_____)		DEP DIRECTOR (Shift_____)		

EOC ACTIVATION/DECLARATIONS/ORDINANCES (LEGAL ADVISOR)		
ACTIVATION/DECLARATION/ORDINANCE	SUBJECT MATTER	DATE/TIME
EOC ACTIVATION		
LOCAL EMERGENCY DECLARATION		
BOARD OF SUPERVISORS CONFIRMATION		
COUNTY DECLARATION		
GUBERNATORIAL DECLARATION		
PRESIDENTIAL DECLARATION		
SMALL BUSINESS ADMIN. DECLARATION		
RESOLUTION OR ORDINANCE NO.		
RESOLUTION OR ORDINANCE NO.		

[illegible]

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

[illegible]

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

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Condition of School Building and Grounds

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

_____	_____
_____	_____
_____	_____
_____	_____

Condition of Neighborhood

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

_____	_____
_____	_____
_____	_____
_____	_____

SITUATION STATUS UPDATE REPORT

School _____

Completed by _____ Date _____ Time _____

_____ Number of children remaining at school

_____ Number of staff members remaining to care for children

_____ Assistance Required:

_____ water

_____ food

_____ blankets

_____ additional personnel (number) to assist in student care

_____ Other:



STUDENT

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 _____

Last Name
Middle
Teacher/Advisor

First
Female ☐

Home Address (Primary Residence)

City

STUDENT EMERGENCY CONTACT CARD

Emergency Contact/ Medical Consent (Page two)

Office Use Only

CSIS _____

Date Enrolled _____

☐ MEDICAL

☐ CUSTODY

☐ SPECIAL NEEDS

STUDENT EMERGENCY CONTACT CARD

Medical Information and Consent

STUDENT

Last

Middle

First

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.

Student _____

School _____

Physician _____

Student _____

School _____

Physician _____

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

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DO NOT CALL the school
and tie up the school
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and tie up the school
telephones. Use the
designated hotline for

SCHOOL EMERGENCY CONTACT INFORMATION

SCHOOL EMERGENCY CONTACT INFORMATION

SCHOOL EMERGENCY/EVACUATION

Student _____

School _____

Physician _____

People to whom I have authorized the school to call in an emergency are:

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 the car.

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.

Student Release Log

Student Release Form # _____

[illegible]

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

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

2021-22 Certificated Seniority List/Assignments

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
Last name	first	status	FTE	hired	1st day	seniority	cred	authorization	other	Assignment								
1	Hutchinson	Derek	Perm	1.0	1995	08/23	08/23/95	CL Single Sub	Soc Sci	SDAIE MA	Head Teacher, Soc Sci (Comm School)							
2	Hamm	Tobin	Perm	1.0	1996	08/28	08/28/96	CL Single Sub	Bio Sci/Chemistry	SDAIE MA 7/1/16	Principal (HS)							
3	Olson Day	Ryan	Perm	1.0	1998	08/24	08/24/98	SS Gen. Science	Soc. Sci.	SDAIE MA	Surprise							
4	Bratton	Kim	Perm	1.0	2000	01/18	01/18/00	CL Single Sub	Music	ELA1	Music (4-12)							
5	Haas/Alves	Penny	Perm	0.8	2001	08/23	08/23/01	CL SpEd	CL Mult Sub: SDAIE	Resource Teacher (HS)								
6	Duncan	Pamela	Perm	1.0	2006	01/23	08/23/06	CL Singt Sub	Intro Eng/Soc. Sc	Masters, NBTS, Lang Devel, Spec	Social Science (HS)							
7	Huntchouse	Kim	Perm	1.0	2006	08/23	08/23/06	CL Mult Sub	EL, MA, PASC	Principal (K-8)								
8	Sosnovce	Tom	Perm	1.0	2007	08/20	08/20/07	CL Single Sub	Math	ELA1, 24 units Certificate Programmin	Math & Computer Programming (HS)							
9	Oatley	Mark	Perm	1.0	2008	08/17	08/17/08	CL Single Sub	Art	CLAD, CL Mult Sub	Art/Math (K-8)							
10	Freeling	Linda	Perm	1.0	2008	08/18	08/17/09	CL Mult Sub	mod/sever, mild/mod	CLAD, NBPTS	ELL Teacher (K8)							
11	Perry	Megan	Perm	1.0	2009	08/17	08/17/09	CL SpEd	mod/sever, mild/mod	SPED, CL Mult Sub, EL	Rt Teacher (K8)							
12	Blaser	Sasha	Perm	1.0	2011	8/22	08/22/11	CL Mult Sub	Math	CLAD, English	2nd Grade (K-8)							
13	Sawyer	Michelle	Perm	0.6	2012	8/20	08/20/12	CL Single Sub	PE, Health	CLAD, Math (Loc Assignment)	7/8 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	0.8	2013	8/19	08/19/13	CL Mult Sub	PE	SS English & Health Science, CLAD	Independent Study							
16	Barnett-Tuomala	Marshall	Perm	1.0	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	PE	SDAIE, (2 Temp, FTE added 1-3-17)	Media Teacher (HS)							
18	Root	Molly	Perm	1.0	2013	8/19	08/19/13	CL Mult Sub	Earth Sci, Bio, Math	CLAD, MA	7/8 Math (K-8)							
19	Fosse	Alex	Perm	1.0	2013	8/19	08/19/13	CL Single Sub	Spanish	Auth/GeoSci, BioSci, IntroBus., Math	Spanish (HS)							
20	Acker	Serena	Perm	1.0	2013	8/19	08/19/13	Single Subject	Spanish	ELAS	Spanish (HS)							
21	Marlin	Ambera	Perm	1.0	2014	2/24	02/24/14	CL Mult Sub	CLAD	CLAD	K-3 Teacher (Albion)							
22	Renslow	Beth	Perm	1.0	2014	8/19	08/19/14	CL Mult Sub	CLAD	CLAD	4/5 Teacher (K-8)							
23	Griberg	Hannah	Perm	1.0	2014	8/19	08/19/14	CL Mult Sub	CLAD	CLAD	3rd Grade (K-8)							
24	Levy	Anna	Perm	0.5	2014	8/19	08/19/14	Clear PPS Sub Counseling	Clear	BCLAD, MA	School Counselor (K-12)							
25	Miller	Meghan	Perm	1.0	2014	8/19	08/19/14	CL SpEd Mild/Mod	CLAD, MA	MA, LPCC license	Resource Teacher (HS)							
26	Newkirk	Liz	Perm	0.6	2014	8/19	08/19/14	PPS School Counseling	CL SS English	CLAD, MA	School Counselor (HS)							
27	Domiguez	Diana	Perm	1.0	2015	8/18	08/18/15	Single Sub	Math	MA, ELA1	English (HS)							
28	Piocherez	Darcie	Perm	1.0	2015	8/18	08/18/15	CL Mult Sub	PE Auth	CLAD, CL Mult Sub	Math Teacher (HS)							
29	Eastman	James	Perm	1.0	2016	8/22	8/22/2016	Single Sub	English	CLAD	K-5 Resource (K-8)							
30	Barrett	Carolyn	Perm	0.6	2016	8/22	8/22/2016	CTE	Culinary	ELAS	English (HS)							
31	Moran	John	Perm	1.0	2016	8/22	8/22/2016	CL Mult Sub	Culinary	CTE	English (HS)							
32	Rain	Erik	Perm	1.0	2017	8/21	8/21/2017	CL SS Art, CTE, Mult. Sub.	MA in Ed., ELA 1, Plant Science	ELA1	4/5 Grade (K-8)							
33	Porter	Iana	Perm	1.0	2017	8/21	8/21/2017	Mult Sub.	ELAM	ELA1	Art (HS)							
34	Stump	Samuel	Perm	1.0	2017	8/21	8/21/2017	SS Eng. & Soc Sci	MA in Ed., CLAD	ELAM	1/2 Grade (K-8)							
35	Jimenez	Cecilia	Perm	1.0	2017	8/21	8/21/2017	CL PPS Social Work	Fluent/Spanish, MA, ASW license	ELA1	English (HS)							
36	West	Jordan	Perm	1.0	2018	8/20	8/20/2018	CL Mult Sub	MA, CLAD	CLAD	Social Worker (K-12)							
37	Potter	Joshua	Perm	1.0	2019	8/19	8/19/2019	CL SpEd Mild/Mod	MA, CLAD	CLAD	8th Grade ELA/SS							
38	Fries	Sara	Perm	1.0	2019	8/19	8/19/2019	CL Mult Sub	Math/Science	MA, CLAD	6-8 Resource (K-8)							
39	Martin	May	Prob1	1.0	2019	8/19	8/19/2019	SS Science	Physics/Chemistr	MA, Working/BTSA	Science (HS)							
40	Leavitt	Laura	Perm	1.0	2019	8/19	8/19/2019	SS Science, CTE	Biology, SONAR	MA, Working/BTSA, Prelim, CTE	Science (HS)							
41	Drayer	Jessica	Perm	1.0	2020	8/24	8/24/2020	CL SS	History	MA in Ed., ELA1	TKK (K-8)							
42	Meuschke	Jesse	Prob 2	1.0	2020	8/24	8/24/2020	CL SS	History	MA in Ed. Tech	8th Grade Contained							
43	Hamm	Hannah Rose	Prob 1	1.0	2020	8/24	8/24/2020	CL Mult Sub	CLAD	CLAD	3rd Grade (K-8)							
44	Davis	Cheyenne	Prob 1	1.0	2021	7/16	7/16/2021	PPS School Counseling	CLAD	CLAD	District Psychologist							
45	Cumbe	Rebekkah	Prob 1	1.0	2021	7/16	7/16/2021	CL Mult Sub	CLAD	CLAD	Complete School Teacher							
46	Barty	Tammi	Prob 0	0.4	2021	7/16	7/16/2021	CTE Intern	CLAD	CLAD	Woodshop (HS)							
47	Skowron	Samantha	Prob 1	1.0	2021	7/16	7/16/2021	SLP	SLP	CLAD	Speech/Language Pathologist							
48	Frederick	Aimee	Prob 1	1.0	2021	8/16	8/16/2021	CL Mult Sub	SLP	CLAD	7/8 ELA (K8)							

CLASSIFIED SENIORITY LIST

Last Revised Date October 18, 2021

	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
	Jeanne Sullivan	08/02/07	8.0 Hrs / 11 Mo	
	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	8.0 Hrs/ 11 Mo	See EXECUTIVE ASSISTANT TO SUPERINTENDENT
	Megan Smithyman	09/03/2019	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
	Lorry Lepaule	09/18/17	3.75 Hrs / 10 Mo	
	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	
	Chance DeLuca	9/1/20 – 8/20/2021	6.5 Hrs / 10 Mo	
	Carol Salo	9/1/20	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)
	Chance DeLuca	8/17/2021	4.75 Hrs/ 10 Mo	Decrease from 6.5 hrs to 4.75
	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 (temp)
	Angelica Escobar-Chavez	9/2/2021- 10/18/2021	5.0 Hrs/ 10 Mo	Increase from 3.75 hrs (perm) to 5.0 hrs (temp)
	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

	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
	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
	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
	BUS DRIVER			
	Ceil McDonell	08/25/95 – 08/30/99	5.0 Hrs / 10 Mo	Also 1.0 hrs UTILITY
	Ceil McDonell	08/31/99 – 08/27/00	5.5 Hrs / 10 Mo	Also 1.0 hrs UTILITY
	Ceil McDonell	08/28/00 – 06/08/09	6.0 Hrs / 10 Mo	Also 1.0 hrs UTILITY until 09/07/01. See TRANSPORTATION SUPERVISOR 06/09/09
	Lori Roberts	08/25/06 – 08/22/13	6.0 Hrs / 10 Mo	
	Christine Kenton	03/19/10 – 08/25/10	5.0 Hrs / 10 Mo	
	Christine Kenton	08/26/10 – 10/02/11	6.0 Hrs / 10 Mo	Increase in hours
	Christine Kenton	10/03/11 – 08/23/12	6.5 Hrs / 10 Mo	Increase in hours
	Christine Kenton	08/24/12 – 08/25/14	6.0 Hrs / 10 Mo	Decrease in hours
	Lori Roberts	08/23/13 – 12/15/14	7.25 Hrs / 10 Mo	Increase in hours
	Christine Kenton	08/26/14 – 08/23/15	6.75 Hrs / 10 Mo	Increase in hours
	Lori Roberts	12/16/14 – 08/23/15	7.0 Hrs / 10 Mo	Decrease in hours
	Christine Kenton	08/24/15 – 08/31/15	6.0 Hrs / 10 Mo	Decrease in hours
	Lori Roberts	08/24/15	6.0 Hrs / 10 Mo	Decrease in hours
	Christine Kenton	09/01/15 – 08/25/16	6.75 Hrs / 10 Mo	Increase in hours
	Christine Kenton	08/26/16	6.0 Hrs / 10 Mo	Decrease in hours
	Sara Kain	09/04/18	6.0 Hrs / 10 Mo	
	BUS MECHANIC. LEAD			
	William Price	08/19/15	8.0 Hrs / 11 Mo	
	BUS, UTILITY			
	Ceil McDonell	08/25/95 – 09/07/01	1.0 Hrs / 10 Mo	See BUS DRIVER
	CAFETERIA HELPER			
	Diane Price	09/20/89 – 03/31/92	3.0 Hrs / 10 Mo	See COOK
	Patricia Evans	08/27/97 – 08/25/01	5.5 Hrs / 10 Mo	See COOK

	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	
	Vincent Tuomala	10/12/18	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.- GROUND S 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	8.0 Hrs / 12 Mo	
	Maintenance Worker II			
	Kyle Rodrigues	09/01/17–		See MAINTENANCE WORKER; MAINT. GROUND S KEEPER
	Paulo Andrade	09/01/17–4/5/2021		See MAINTENANCE WORKER/Classified Mgt
	Payroll Clerk			
	Michele Sheldon	11/8/2007	8.0 Hrs/ 11 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	4.0 Hrs / 10 Mo	
	Barbara Connelly	8/20/2021	4.0 Hrs / 10 Mo	
	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
	Arter, Marci	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	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
	Jiro Tulley	07/01/18 – 4/1/2020	8.0 Hrs / 12 Mo	See MCN TECH SUPPORT/ 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
	Jiro Tulley	07/12/04 – 09/15/04	4.0 Hrs / 12 Mo	
	Jiro Tulley	09/16/04 – 06/01/08	5.75 Hrs / 12 Mo	Increase in hours
	Jiro Tulley	06/02/08 – 06/30/18	8.0 Hrs / 12 Mo	Increase in hours
	MCN BILLING TECHNICIAN			
	Nina Statham	03/07/11 – 06/30/16	2.4 Hrs / 12 Mo	See MCN SALES & BILLING TECH & MCN Inside Ops Mgr
	MCN SALES & BILLING TECH			
	Nina Statham	07/01/16 - 03/19/17	4.0 Hrs / 12 Mo	See MCN BILLING TECH SALES; MCN BILLING LEAD & MCN Inside Ops Mgr
	MCN TECH SALES & BILL. LEAD			
	Nina Statham	03/20/17 – 4/4/2020	8.0 Hrs / 12 Mo	See MCN SALES & BILLING TECH & MCN Inside Ops Mgr.
	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 I; MCN TECH SUPPORT; MCN NETWORK TECH
	MCN SR. NETWORK ADMIN			
	Jerry Moore	09/17/07	8.0 Hrs / 12 Mo	See MCN TETWORK 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			
	Nina Statham	4/4/2020	8.0 Hrs / 12 Mo	See MCN Billing Tech & MCN Sales & Billing Tech & MCN Tech Sales & Billing Lead
	MCN OPERATIONS ENGINEER			
	Rob Buch	4/1/2020	8.0 Hrs / 12 Mo	See MCN Tech Support, MCN Network Admin, MCN Tech Support I
	MCN OPERATIONS TECHNICIAN			
	Jiro Tulley	4/1/2020	8.0 Hrs/ 12 Mo	See MCN Field Tech
	Marco Ramos Cortes	4/1/2020	8.0 Hrs/ 12 Mo	See MCN Field Tech
	Zachery Friedley	8/3/2020	8.0 Hrs/ 12 Mo	
	MCN INSIDE OPERATIONS AGENT			
	Matthew Griffen	7/12/2021	4.0 Hrs/ 12 Mo	



Mendocino Unified School District

**BOND MEASURE
IMPROVEMENT BOND
PROGRAM
PHASE ONE PROJECT**

**Monthly Progress Report
October 2021**

Prepared By

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Team Members

Mendocino Unified School Board of Trustees

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Michael Schaeffer, Board Clerk, Comptche

Jim Gay, Board Member, Elk

Jessica Grinberg, Board Member, Mendocino

Mark Morton, Board Member, Caspar

Superintendent

Jason Morse

District Architect

Quattrocchi & Kwok Architects

General Contractor

Lathrop Construction Associates Inc.

District Construction Manager

Donald Alameida, Alameida Architecture

Table of Contents

Original Projected Revenues Schedule & Cost	3
Phase One Progress Summary (Budget in Progress)	4
Schedule Status	5
Detailed Project Budgets	9

PROJECTED SCHEDULED BOND SALES

Series	Sale Amount	Sale
Series A	\$ 17,000,000	2019
Series B	\$ 10,000,000	2022
Series C	\$ 4,000,000	2024



Budget

M.U.S.D. PHASE ONE PROJECT

Source of Funds:

Source Code:	Series A Bond (less issuance cost)	Available
		18,884,464
	Interest to date	(15,912)
	Issuance cost and Interest paid	(2,023,645)
	State Bonds	-
		16,980,731

Description	Budget	Expended To Date	Remaining Balance	Forecast	Surplus (Shortfall)
Design and Planning	1,845,927	1,259,365	585,745	1,714,927	131,000
Bidding and Permitting	130,000	95,783	34,217	130,000	0
Construction	14,480,864	445,283	14,035,581	14,480,864	0
8% Owners Contingency	1,104,000	0	1,104,000	1,104,000	0
Construction Support	441,774	129,436	312,338	441,774	0
Fixtures & furniture	250,000	0	250,000	250,000	0
Reserve	0	0	0	0	0
Totals	18,252,565	1,929,868	16,321,880	18,121,565	131,000
Available vs. budgeted	(1,271,834)				
soft cost vs. hard cost	24.32%				

Funding Status

AVAILABLE FUNDS		PROJECTED FUND BALANCE @ % CONTINGENCY EXPENDED			
		0%	1%	5%	8%
Series A bonds	16,980,731	-167,834	-312,642	-891,877	-1,271,834

Schedule

	Planned	Actual	Schedule Status
Design and Planning	Nov. 2019 - Sept 2021	Sept. 2021	On schedule
Permitting and PH-1 GMP	24-Sep-21		Pending
Construction	Oct. 2021 - Dec.2022		
Completion	December 16, 2022		

Overall Project Status

Classrooms underway in temporary classrooms.

Working on clearing out remaining materials and supplies out of the Main building so phase one may proceed once GMP approved.

DSA permit for Phase One approved.

Lathrop soliciting subcontractor bids and have a complete GMP to present to the District.

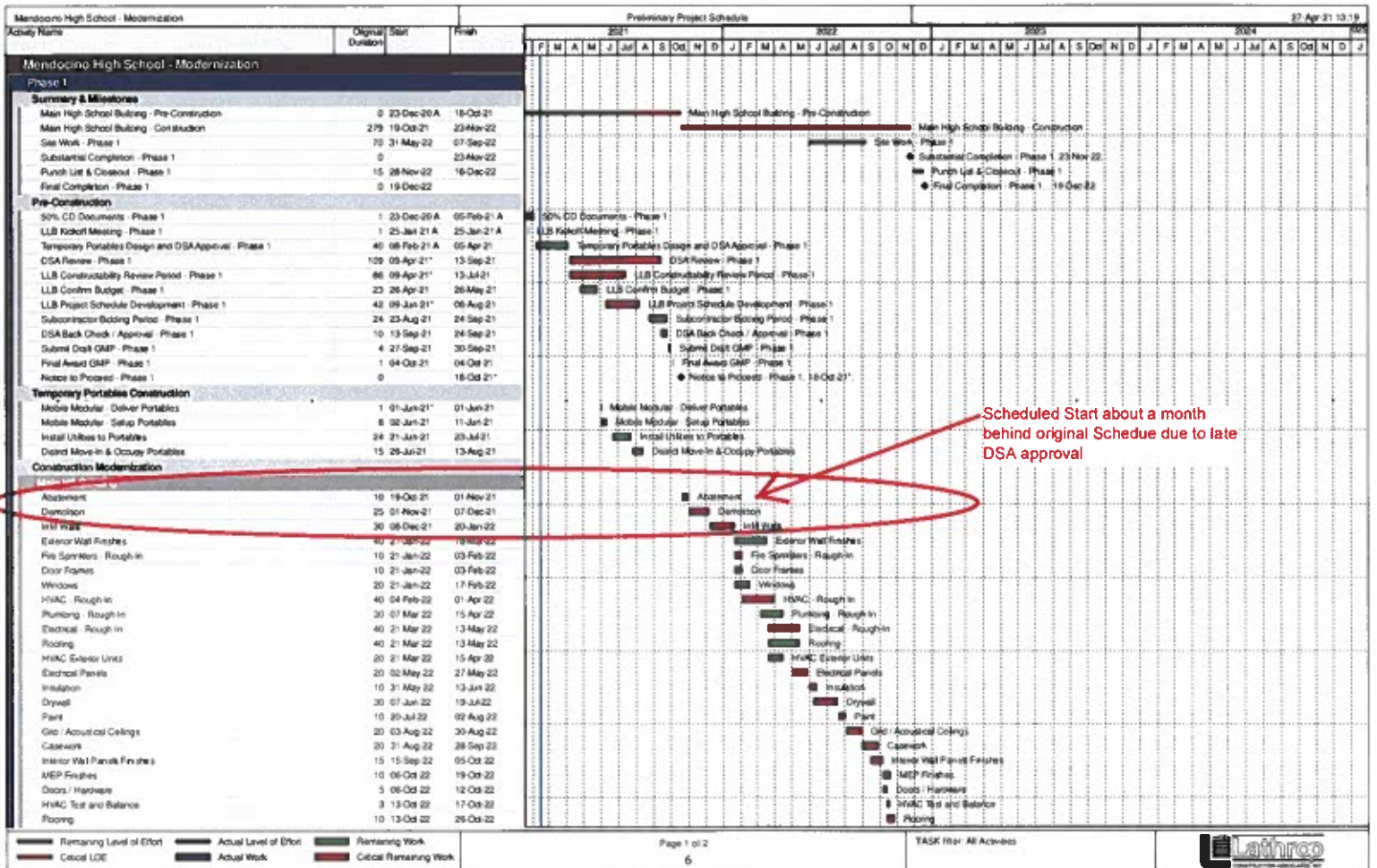
Next Steps

Evaluate GMP and ascertain if any other value engineering will be necessary.

likely will need to start discussions with Bond Council for an earlier Series B bond sale.

SCHEDULE STATUS

• • • • •



Mendocino High School - Modernization

27 Apr 21 13:19

Activity Name

Original Duration

Start

Finish

2021

2022

2023

2024

2025

Arch. Finishes

20

21-Oct-22

23-Nov-22

Arch. Finishes

Food Service

20

27-Oct-22

23-Nov-22

Food Service

Ready for Architect's Review

0

23-Nov-22

Ready for Architect's Review - 23-Nov-22

Punch List

15

28-Nov-22

16-Dec-22

Punch List

MEP Commissioning

5

28-Nov-22

02-Dec-22

MEP Commissioning

Final Completion

0

16-Dec-22

Final Completion - 16-Dec-22

Skeleton

SD - UG Utilities

10

31-May-22

13-Jun-22

SD - UG Utilities

Impaction

15

14-Jun-22

05-Jul-22

Impaction

Concrete Flatwork

30

06-Jul-22

16-Aug-22

Concrete Flatwork

Landscaping

15

17-Aug-22

07-Sep-22

Landscaping

Site Furnishings

5

17-Aug-22

25-Aug-22

Site Furnishings

Phase 2

Pre-Construction

Pre-Construction - Phase 2

492

01-Jun-21*

30-Dec-22

Pre-Construction - Phase 2

Construction Modernization

Main Gym Construction - Phase 2

70

02-Jun-23

10-Apr-23

Main Gym Construction - Phase 2

Tech Center Construction - Phase 2

157

02-Jun-23

11-Aug-23

Tech Center Construction - Phase 2

Stairwork - Phase 2

100

23-Mar-23

11-Aug-23

Stairwork - Phase 2

Community School Construction - Phase 2

51

01-Jun-23*

11-Aug-23

Community School Construction - Phase 2

Phase 3

Pre-Construction

Pre-Construction - Phase 3

330

01-Jun-22*

31-Aug-23

Pre-Construction - Phase 3

Construction Modernization

Performing Arts Construction - Phase 3

220

01-Sep-23

16-Jul-24

Performing Arts Construction - Phase 3

Industrial Arts Construction - Phase 3

220

01-Sep-23

16-Jul-24

Industrial Arts Construction - Phase 3

Remaining Level of Effort

Actual Level of Effort

Remaining Work

Critical LOE

Actual Work

Critical Remaining Work

Page 2 of 2

7

TASK View: All Activities

Lathrop

Construction Services, Inc.

DETAILED BUDGET

Preliminary Budget

M.U.S.D. PHASE ONE PROJECT

	Available	Eligible
Series A Bond (less issuance cost)	18,884,464	
Interest to date	119,912	
Issuance cost and Interest paid	(2,023,645)	
State Bonds		
	16,980,731	-

	Description	Original Budget	Expended To Date	Remaining Balance	Forecast	Surplus (Shortfall)
C	Construction Total (LLB GMP)	13,800,000	-	13,800,000	13,800,000	-
CONTIN	Construction Contingency	1,104,000		1,104,000	1,104,000	-
C	Temporary Classroom Site (Lathrop)	450,000	330,527	119,473	450,000	-
C	Temporary Classroom (Mobile Modular)	115,864	109,757	6,108	115,864	-
C	PG&E Electric	70,000	2,500	67,500	70,000	-
C	Temp Construction Utility	45,000	2,500	42,500	45,000	-
C	Education and Telecommunications Technology	-	-	-	-	-
F	Fixtures and Furniture	250,000	-	250,000	250,000	-
D	California Dept of Education	10,000	-	10,000	10,000	-
D	C D E Funding Consultant	6,000	5,850	150		6,000
B	DSA Permit Fees	115,000	86,400	28,600	115,000	-
B	County of Mendocino Fees	10,000	9,383	617	10,000	-
D	Facility Master Plan (QKA)	34,500	9,240	25,260	34,500	-
D	A / E Basic Services (QKA)	1,262,962	886,717	376,245	1,262,962	-
D	A / E Add Fire Sprinkler Engineer (QKA)	33,000	12,350	20,650	33,000	-
D	A / E Add Kitchen Consultant (QKA)	9,240	7,022	2,218	9,240	-
D	A / E Add Landscape Architect (QKA)	53,350	45,348	8,003	53,350	-
D	A / E Add Civil Engineer (QKA)	66,000	51,480	14,520	66,000	-
D	A / E Add AS BUILT (QKA)	6,600	6,590	10	6,600	-
D	A / E Add Energy consultant (QKA)	3,575	3,575	-	3,575	-
D	A / E Zero Net Energy/ Reclaim H2O (QKA)	101,400	83,215	18,185	101,400	-
D	A / E Temporary Classrooms design (QKA)	89,300	88,407	893	89,300	-
D	A / E reimbursables, Blueprinting (QKA)	25,000	12,871	12,129	25,000	-
D	Energy Consultant (Sage)	125,000	27,518	97,483		125,000
CS	Project/Construction Management (A Arc)	120,000	4,500	115,500	120,000	-
CS	C M reimbursement (A Arc)	-	-		-	-
CS	Construction Inspector of Record (Morton site / NATS implant)	199,800	13,300	186,500	199,800	-
CS	Materials Testing and Inspection (Laco)	38,000	5,148	32,852	38,000	-
CS	Survey, boundary (SHN)	18,000	16,202	1,798	18,000	-
D	Sewer line Inspection (Subtronic Corp.)	20,000	19,183		20,000	-
CS	Geotechnical investigation (Brunsing)	14,800	20,110	(5,310)	14,800	-
CS	CEQA Environmental Consultant (Rincon)	31,174	62,503	(31,329)	31,174	-
C	Haz. Mat. Abatement (with construction)	-	-	-	-	-
CS	Haz. Mat. Oversight	15,000	5,274	9,726	15,000	-
CS	Containers and Debris Boxes	5,000	2,400	2,600	5,000	-
B	Misc legal notices etc	5,000		5,000	5,000	-
R	Project Reserve	-			-	-
		18,252,565	1,929,868	16,321,880	18,121,565	131,000

Balance of funds on hand

(1,271,834) 15,050,864

(1,140,834) 16,849,731

District	Substitute Pay
Fort Bragg	\$175
Anderson Valley	\$160
Ukiah	\$150
Round Valley	\$150
Manchester	\$140
Point Arena	\$140
Mendocino	\$125
Laytonville	\$120

There is roughly \$10,000 allocated for this substitute teacher increase in the ESSER III Expenditure Plan for each of the next three years.

From Meg –

The regular daily sub rate increase to \$185 from \$125 (+48%) will cost about \$28-30k a year. Obviously, this is a floating number based on need. It looks like regular subs cost anywhere between \$55-65k per year. Note that at adoption - MYP, we had an unappropriated balance, end of Year 3 of \$103k, so this will take up most of that.

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

For submission to the governing board and the county superintendent of schools and in accordance with the public disclosure requirements of AB 1200 (Statutes of 1991, Chapter 1213), as revised by AB 2756 (Statutes of 2004), and G.C. 3547.5 (Statutes of 2004, Chapter 25)

Name of Bargaining Unit: Mendocino Teachers' Association (MTA)
 Certificated, Classified, Other: Certificated

The proposed agreement covers the period beginning: November 1, 2021 and ending: June 30, 2022
 (date) (date)

The Governing Board will act upon this agreement on: October 21, 2021
 (date)

Copies of the board-approved budget revisions and board minutes must be submitted within 45 days. If the board-approved revisions are different from the proposed budget adjustments in Column 2 of the "Financial Impact of Proposed Agreement on Current Year General Fund" form, please provide a detailed report upon approval by the district's governing board.

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Compensation		Annual Cost Prior to Proposed Agreement FY2021-22	Fiscal Impact of Proposed Agreement		
			Year 1 Increase/(Decrease)	Year 2 Increase/(Decrease)	Year 3 Increase/(Decrease)
			FY2021-22	FY2022-23	FY2023-24
1	Salary Schedule (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 2,939,328	\$ -		
			0.00%	0.00%	0.00%
2	Other Compensation - Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ 129,646	\$ 26,400		
			20.36%	0.00%	0.00%
	Description of other compensation	masters, nat'l teaching cred, special duty stipends			
3	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, STRS Behalf, etc.	\$ 638,000	\$ 3,600		
			0.56%	0.00%	0.00%
4	Health/Welfare Plans	\$ 386,248	\$ -		
			0.00%	0.00%	0.00%
5	Total Compensation - Add Items 1 through 4 to equal 5	\$ 4,093,222	\$ 30,000	\$ -	\$ -
			0.73%	0.00%	0.00%
6	Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1	\$ -			
7	Total Number of Represented Employees (Use FTEs if appropriate)	43.90			
8	Total Compensation Average Cost per Employee	\$ 93,240	\$ 683	\$ -	\$ -
			0.73%	0.00%	0.00%
9	Cost of 1% after above compensation (salary and statutory benefits)	\$ 40,382			
			0.00%	0.00%	0.00%

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

Please provide the following explanations with regard to the Proposed Agreement described on tab 1. If you need additional space, please use the "Other Comments" section on Tab 2b. Explanations II

A.
continued

Please include comments and explanations as necessary to explain Tab 1 Proposed Agreement, including any off-schedule stipends, bonuses or other payments. If there will be composite rates, or any other specifics on any compensation changes, include specifics such as amount saved, staff affected and total cost.

Increase to daily substitute teacher rate from \$125 per day to \$185 per day. This was not a negotiated item. MUSD's daily sub rate was among the lowest in the county, making it almost impossible to attract substitutes to our district when they could go to neighboring districts paying a higher daily rate. This was an administrative decision.

Does this bargaining unit have a negotiated cap for Health and Welfare benefits?

Yes

☒

No

☐

If yes, please describe the cap amount.

For MTA members the H&W Cap is \$9,618.84 for 2021-22. This amount includes coverage for Health, Dental, Vision and Life.

B.

Proposed Negotiated Changes in Noncompensation Items (i.e., class size adjustments, staff development days, teacher prep time, furlough days, etc.) Include specifics such as amount saved, staff affected and total cost.

NA

C.

What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of non-negotiated change such as staff reductions and program reductions/eliminations.

No fiscal impact on instructional and support programs to accommodate increased daily sub rate. However, if we are able to attract substitute teachers to our district, it will help relieve stress on our current staff from having to backfill absent hours; and provide students with appropriate substitute instruction.

D.

Is contingency or restoration language included in the proposed agreement? If so, include specific areas identified.

NA

E.

Source of funding for proposed agreement (both Unrestricted and restricted amounts) in the Current Year.

General Fund Revenues • Special Reserve • Expenditure Reductions • Other (please explain)

1. Current Year:

One-third of cost to be absorbed by ESSER III, remaining two-thirds by General Fund.

2. How will the ongoing cost of the proposed agreement be funded in future years?

General Fund Revenues • Special Reserve • Expenditure Reductions • Other (please explain)

One-third of cost to be absorbed by ESSER III, remaining two-thirds by General Fund. Following expiration of ESSER III funding, General Fund will absorb 100% of increased cost.

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

Please provide the following explanations with regard to the Proposed Agreement described on tab 1. If you need additional space, please use the "Other Comments" section on Tab 2b. Explanations II

- E. 3. If multi-year agreement, what is the source of funding, including assumptions used, to fund these obligations in future years? Also indicate
Continued General Fund Revenues • Special Reserve • Expenditure Reductions • Other (please explain)

NA

4. What is the impact of this agreement on deficit spending in the current and/or future years:

Projection prior to sub rate increase was deficit spending, so therefore any increase will add to the projected deficit.

5. Is this agreement part of a multiyear contract? If so, what specific years are covered?

No

6. Does this agreement have reopeners? If so, in what areas?

No

7. Other Comments:

F. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Bargaining Unit:				
	Column 1 Latest Board Approved Budget before settlement as of: <i>21/22 Adopted</i>	Column 2 Adjustments as of Result of Settlement	Column 3 Other Revisions	Column 4 Total Impact on Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue Limit Source (8010-8099)	\$ 7,493,576		\$ 83,256	\$ 7,576,832
Remaining Revenues (8100-8799)	\$ 1,585,320		\$ 162,852	\$ 1,748,172
TOTAL REVENUES	\$ 9,078,896	\$ -	\$ 246,108	\$ 9,325,004
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 3,652,572	\$ 26,400	\$ 83,589	\$ 3,762,561
Classified Salaries (2000-2999)	\$ 1,865,108		\$ (19,048)	\$ 1,846,060
Employee Benefits (3000-3999)	\$ 2,741,558	\$ 3,600	\$ (55,461)	\$ 2,689,697
Books and Supplies (4000-4999)	\$ 556,937		\$ (129,713)	\$ 427,224
Services, Other Operating Expenses (5000-5999)	\$ 763,617		\$ 117,790	\$ 881,406
Capital Outlay (6000-6599)	\$ -		\$ 150,845	\$ 150,845
Other Outgo (7100-7299) (7400-7499)	\$ -		\$ 64,366	\$ 64,366
Direct Support/Indirect Cost (7300-7399)	\$ (6,000)			\$ (6,000)
Other Adjustments				
TOTAL EXPENDITURES	\$ 9,573,793	\$ 30,000	\$ 212,366	\$ 9,816,159
Operating Surplus (Deficit)	\$ (494,897)	\$ (30,000)	\$ 33,742	\$ (491,155)
Transfers In & Other Sources (8910-8979)	\$ 40,000			\$ 40,000
Transfers Out & Other Uses (7610-7699)	\$ 161,584		\$ 15,003	\$ 176,587
Contributions (8980-8999) <i>should = 0</i>	\$ -			\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (616,481)	<i>see below</i> \$ (30,000)	\$ 18,739	\$ (627,742)
BEGINNING BALANCE	\$ 2,638,411		\$ 174,912	\$ 2,813,323
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
CURRENT-YEAR ENDING BALANCE	\$ 2,021,930	\$ 1,991,930		\$ 2,185,581
COMPONENTS OF ENDING BALANCE:				
Revolving Cash (9130)	\$ 10,000			\$ 10,000
Restricted	\$ 117,711		\$ 52,913	\$ 170,623
Assigned	\$ -			\$ -
Reserve for Economic Uncertainties (9789)	\$ 390,000		\$ 9,710	\$ 399,710
Unappropriated Amount (9790)	\$ 1,504,220			\$ 1,605,248
Fund 17	\$ 872,768		\$ (647)	\$ 872,121

If the total amount of the adjustment column above does not agree with the amount of the Total Compensation Increase in Section A, Line 5, Page 1 (i.e. increase was partially budgeted), explain the variance below:

G. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS
**Multi-Year Projection
General Fund 01**

Enter Bargaining Unit:

	Year 1	Year 2	Year 3
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue Limit Sources (8010-8099)	\$ 7,576,832	\$ 7,646,868	\$ 7,580,705
Remaining Revenues (8100-8799)	\$ 1,748,172	\$ 1,445,322	\$ 1,452,070
TOTAL REVENUES	\$ 9,325,004	\$ 9,092,190	\$ 9,032,775
EXPENDITURES			
Certificated Salaries (1000-1999)	\$ 3,762,561	\$ 3,764,228	\$ 3,773,474
Classified Salaries (2000-2999)	\$ 1,846,060	\$ 1,947,975	\$ 1,932,071
Employee Benefits (3000-3999)	\$ 2,689,697	\$ 2,794,738	\$ 2,801,727
Books and Supplies (4000-4999)	\$ 427,224	\$ 348,088	\$ 348,088
Services, Other Operating Expenses (5000-5999)	\$ 881,406	\$ 770,706	\$ 770,706
Capital Outlay (6000-6999)	\$ 150,845	\$ -	\$ -
Other Outgo (7100-7299) (7400-7499)	\$ 64,366	\$ 140,919	\$ 143,591
Direct Support/Indirect Cost (7300-7399)	\$ (6,000)	\$ -	\$ -
Other Adjustments	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ 9,816,159	\$ 9,766,654	\$ 9,769,658
Operating Surplus (Deficit)	\$ (491,155)	\$ (674,465)	\$ (736,883)
Transfers In & Other Sources (8910-8979)	\$ 40,000	\$ 40,000	\$ 40,000
Transfers Out & Other Uses (7610-7699)	\$ 176,587	\$ 179,236	\$ 181,924
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (627,742)	\$ (813,700)	\$ (878,807)
BEGINNING BALANCE	\$ 2,813,323	\$ 2,185,581	\$ 1,371,881
Prior-Year Adjustments/Restatements (9793/9795)	\$ -	\$ -	\$ -
CURRENT-YEAR ENDING BALANCE	\$ 2,185,581	\$ 1,371,881	\$ 493,074
COMPONENTS OF ENDING BALANCE:			
Non Spendable/Revolving Cash/Restricted (9711-9740)	\$ 180,623	\$ 64,546	\$ 58,123
Reserved for Economic Uncertainties (9770)	\$ 399,710	\$ 400,000	\$ 400,000
Board Designated Amounts - Assigned (9775-9780)	\$ -	\$ -	
Unappropriated Amounts (9790)	\$ 1,605,248	\$ 907,336	\$ 34,951

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

H. Impact of Proposed Agreement on Current Year Unrestricted Reserves

1. State Minimum Reserve Calculation (including the cost of the proposed collective bargaining agreement).

	Year 1	Year 2	Year 3
a. Total Expenditures, Transfers Out, and other uses	\$ 9,992,745.80	\$ 9,945,889.90	\$ 9,951,582.45
b. State standard minimum reserve percentage for this district (use drop down list)	4%	4%	4%
c. State standard minimum reserve amount for this district (line 1 times line 2) or greater of 5% or \$65,000 ADA < 300; 4% or \$50,000 ADA = 301-1,000; 3% ADA = 1,001-30,000; 2% ADA 30,001-400,000; 1% ADA > 400,001	\$ 399,709.83	\$ 397,835.60	\$ 398,063.30

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a. General Fund Combined Ending Balance	\$ 2,185,581.41	\$ 2,185,581.41	\$ 1,371,881.17
b. Special Reserve Fund (17) Ending Balance	\$ 872,121.06	\$ 882,121.06	\$ 892,121.06
COMPONENTS OF ENDING FUND BALANCE			
c. Nonspendable (Revolving cash, prepaid, etc.)	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
d. Restricted	\$ 170,623.27	\$ 54,545.56	\$ 48,122.76
e. Committed			
f. Assigned (fund 17)	\$ 872,121.06	\$ 882,121.06	\$ 892,121.06
g. Reserve for Economic Uncertainty	\$ 399,710.00	\$ 400,000.00	\$ 400,000.00
h. Unassigned and Unappropriated	\$ 1,605,248.14	\$ 907,335.61	\$ 34,951.35
Subtotal Assigned, Unassigned & Unappropriated	\$ 2,877,079.20	\$ 2,189,456.67	\$ 1,327,072.41
Total Components of Ending Fund Balance	\$ 3,057,702.47	\$ 2,254,002.23	\$ 1,385,195.17
Assigned & Unassigned balances above the minimum reserve requirement	\$ 2,477,369.37	\$ 1,791,621.07	\$ 929,009.11

3. Do unrestricted reserves meet the state standard minimum reserve amount?

Line 21 > Line 8 (will calculate)

Yes	No	Yes	No	Yes	No
X		X		X	

If "No", how do you plan to restore?

If "Yes" and reserves are higher than State required REU (line 8), please substantiate need to have higher reserves.

Community funded Districts such as Mendocino Unified are subject to revenue risks from potential economic downturns that may affect tax rolls, potential direct reduction of tax revenues should a charter school be opened in the District, and potential changes in state funding formulas affecting the 'fair share' under the lcff and the District of Choice program. Therefore higher reserves are required in order to cushion the impacts should any of these events occur.


I. Certification

To be signed by the district Superintendent and Chief Business Official upon submission to the governing board and by the Board President upon formal board action on the proposed agreement.

Signatures of the district Superintendent and the Chief Business Official must accompany the copy of the disclosure sent to the County Superintendent for review at least ten (10) days prior to the board meeting at which the agreement will be ratified.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the governing board for public disclosure of the major provisions of the agreement (as provided in the Public Disclosure of Proposed Collective Bargaining Agreement) in accordance with the requirements of AB 1200, AB 2756, and Government Code section 3547.5.

We hereby certify that the costs incurred by the school district under this agreement can be met by the district during the term of this agreement.


District Superintendent
(Signature)

10/19/21
Date


District Chief Business Official
(Signature)

10-19-2021
Date

After public disclosure of the major provisions contained in this document, the governing board, at the following meeting, took action to

approve the proposed Agreement with the

Mendocino Teachers Association (MTA)

Bargaining Unit.

Date of Board meeting:

October 21, 2021


President, Governing Board
(Signature)


Date

LEASE AGREEMENT

This Lease Agreement is made and entered into on _____, 2021 by and between the MENDOCINO UNIFIED SCHOOL DISTRICT ("DISTRICT") and COMMUNITY CENTER OF MENDOCINO ("LESSEE").

The DISTRICT hereby leases to the LESSEE those certain premises in the Town of Mendocino, County of Mendocino, State of California as depicted on Exhibit "A", attached hereto and by this reference made a part hereof, subject to the terms and conditions described below ("the Premises").

As of August, 2019, Friendship Park has been removed from this lease. Sewer and electrical bills will be the responsibility of the District as well as all maintenance of Friendship Park. CCM will be allowed to use Friendship Park for free.

1. Term and Rent:

1.1 The term of this Lease shall begin on November 1st, 2021 and shall end on June 30th, 2024 unless earlier terminated pursuant to this agreement.

1.2 LESSEE shall pay rent to the DISTRICT as follows:

November 1st, 2021 to June 30th, 2021 \$ _____ per month.

The rent shall be paid to the DISTRICT on or before the first day of each month.

1.3 As of the commencement of the Lease term, LESSEE warrants that it has carefully inspected the Premises and has advised the DISTRICT of any known defects. LESSEE accepts the buildings and improvements and any equipment in their existing condition and state of repair. LESSEE agrees that no statements, representations, or warranties, express or implied, have been made by or on behalf of the DISTRICT with respect to the condition of the Premises except as contained in the provisions of this Lease. DISTRICT shall in no event be liable for any patent defects.

1.4 The term of this Lease may be extended by the mutual written agreement of the parties.

2. Use of the Premises:

2.1 LESSEE shall use the Premises solely for community, public and/or recreational uses.

2.2 The storage building located between Friendship Park and the Old Historic Grammar School shall not be used for any reason.

2.3 LESSEE shall keep the Premises free of any liens or encumbrances.

3. Uses Prohibited:

- 3.1 LESSEE shall not use the Premises or allow others to use any part of the Premises during the term of this Lease for any purpose or use in violation of the provisions of this Lease or in violation of any applicable law or ordinance. LESSEE shall at all times during the term of this Lease comply with all federal, state, county or other applicable laws, regulations or ordinances now or hereafter enacted that pertain to the Premises.
- 3.2 LESSEE shall not permit the Premises to be used in any manner which interferes with the activities or functions of the DISTRICT or other agencies or groups which utilize the Historic Grammar School Athletic Field, or which unduly disrupts nearby residents or jeopardizes the safety of persons or property on or near the Premises. In the event complaints are received by either the DISTRICT or LESSEE, the parties shall meet with a mutually agreed upon mediator and extend their best efforts to ensure that any disturbance does not again occur. Cost of the mediator shall be divided equally between DISTRICT and LESSEE.
- 3.3 No smoking or illegal substances are allowed on the Premises at any time. No alcohol is allowed on the Premises except that LESSEE may permit alcohol on the Premises so long as the LESSEE complies with all applicable laws and regulations including without limitation Business and Professions Code section 25608 and the County of Mendocino Code chapter 8.86 pertaining to the consumption of alcohol in public areas within the Town of Mendocino. LESSEE shall also obtain any necessary permit or license from the State Department of Alcoholic Beverage Control.

4. Utilities:

- 4.1 LESSEE shall pay in a timely manner for all utility services at the Premises including, but not limited to, water, gas, heat, electricity, and power which may be furnished to or used in connection with LESSEE's operation on the Premises. All utility service shall be billed directly to LESSEE.
- 4.2 LESSEE may use the existing well per limits established by the Mendocino City Community Services District.
- 4.3 The potable water service provided by the DISTRICT will be metered. LESSEE shall be charged the DISTRICT's reasonable cost of providing the water service, as determined by the DISTRICT. If the DISTRICT in its sole discretion determines that a water scarcity exists, the DISTRICT may ration water and restrict the water usage of LESSEE.

5. Repairs and Maintenance:

- 5.1 LESSEE shall maintain the interior and exterior of the Premises in good condition and any repairs or maintenance shall be performed in accordance with best practices after notifying DISTRICT.
- 5.2 LESSEE shall provide all interior custodial and maintenance services, including regular garbage service for the Premises.
- 5.3 See attached maintenance agreement MOU.

6. Alteration:

- 6.1 LESSEE shall not make, or cause to be made, any alteration, addition, or physical change of whatever nature to the leased buildings, structures or the grounds, without first submitting a written request to do so to the DISTRICT and receiving written approval thereof from the DISTRICT. The cost of any such alteration, addition or physical change shall be borne by LESSEE and, except as otherwise agreed by the DISTRICT, the same will become the property of the DISTRICT. The LESSEE shall obtain all necessary and required permits for such addition, alteration, or physical change from governmental agencies having jurisdiction over the matter.
- 6.2 If LESSEE's operations require alterations or additions to the building or grounds, or if town, county, or state requirements necessitate alterations or additions, the cost thereof shall be paid by LESSEE.

7. Hold Harmless:

- 7.1 LESSEE shall hold harmless, defend and indemnify the DISTRICT, its officers, board members, agents and employees from any and all liability, loss, cost, or expense on account of any suits, verdicts, judgments, costs or claims of any nature or kind arising out of, or in any way connected with LESSEE's operations or use at the Premises. The DISTRICT shall hold LESSEE harmless from any and all claims, demands, actions, and causes of action and agrees to indemnify LESSEE as a result of any claim that arises due to the DISTRICT's use of the Premises.

8. Insurance:

- 8.1 LESSEE shall maintain during the term of this Lease, at its sole cost and expense, a public liability and property damage insurance policy for LESSEE's operations and use of the Premises in a sum of not less than One Million Dollars (\$1,000,000) combined single limit and LESSEE shall maintain all risk fire insurance in the amount of the full replacement cost of the structures at the Premises. The DISTRICT shall be listed as an additional insured on all such policies of insurance. LESSEE's liability policy shall be endorsed as primary

insurance regarding those matters which LESSEE is obligated to indemnify DISTRICT and regarding such matters any insurance maintained by the DISTRICT shall be excess and not contributing insurance. Copies of said policies or certificates thereof shall be provided to the DISTRICT upon request and the LESSEE shall obtain the written agreement of the insurers to notify the DISTRICT in writing thirty (30) days prior to any cancellation of insurance. LESSEE shall not sell, or permit to be kept, used, or sold, in or about the Premises any article which may be prohibited by the standard form of fire insurance policies.

9. Entry and Inspection:

9.1 DISTRICT, or its duly authorized representative or agents, may enter upon the Premises at any reasonable time during the term of this Lease for the purpose of determining whether LESSEE is complying with the terms and conditions hereof or for any other purpose incidental to the rights of the DISTRICT. LESSEE shall cooperate with DISTRICT and shall permit reasonable entry on the Premises.

10. Default:

10.1 If LESSEE breaches any provision of this Lease, the DISTRICT may provide a 60-day termination notice. The LESSEE may use this time to remedy the breach. The termination notice may be rescinded when the LESSEE is acting within the provisions of this lease. The DISTRICT, in addition to all other rights or remedies provided by the law, shall have the following rights:

10.1.1 If the LESSEE abandons, vacates, or surrenders the Premises or ceases to operate, the DISTRICT may, in its sole discretion, elect by written notice to LESSEE to terminate this Lease at any time after the occurrence and in such event LESSEE's right to possession shall be terminated

10.1.2 In the event LESSEE defaults and abandons the Premises, DISTRICT may elect to continue this Lease in full force and effect and not terminate LESSEE's right to possession of the Premises, in which event DISTRICT shall have the right to enforce any rights and remedies granted by the Lease or by law against LESSEE, including, without limitation, the right to collect when due rental and other sums payable hereunder, provided that after the occurrence of default and abandonment of the Premises by LESSEE and for so long as DISTRICT does not terminate LESSEE's right to possession of the Premises, LESSEE shall have the right to assign or sublet this Lease upon the written consent of the DISTRICT. DISTRICT shall not be deemed to have elected to terminate, and in no event shall DISTRICT's acts of maintenance or preservation of the Premises, efforts to relet, or obtaining the appointment of a receiver to protect the interest of DISTRICT under the Lease be deemed to constitute such termination.

11. Destruction of Premises:

11.1 Abatement:

11.1.1 In the event all or any portion of the improved area shall be damaged by fire, or other casualty not occasioned by the act or default of LESSEE, the payments called for by this Lease shall cease and be fairly apportioned according to whether the resulting limitation upon LESSEE's use of the Premises is entire or partial. If the parties cannot agree upon the amount of the abatement of rent within thirty (30) days of the damage, the rent shall tentatively remain unabated (but deposited into a savings account with a federally insured financial institution named by LESSEE, and approved by DISTRICT, which approval shall not be unreasonably withheld (the "Escrow Account")) and the parties shall immediately submit to binding arbitration under (i) the expedited rules of the American Arbitration Association or (ii) another mutually acceptable procedure. Upon the issuance of the Arbitrator's decision, or other resolution of the dispute, the settlement shall be retroactive and upon resolution, the Escrow Account proceeds shall be distributed in the manner specified by the Arbitrator or the settlement agreement.

11.2 Termination:

11.2.1 If the improved area situated upon the Premises is damaged or destroyed by casualty to the extent that rebuilding or repairs cannot reasonably be completed within nine (9) months from the date of damage, LESSEE may, at its option, terminate this Lease as of the date of damage by notice to the DISTRICT within forty-five (45) days of such date.

11.3 Restoration:

11.3.1 If LESSEE does not so terminate this Lease, or if the improvements are not so damaged that repairs may be completed within nine (9) months from the date of damage, then this Lease shall not terminate. The DISTRICT shall proceed forthwith to repair such improvements to substantially the same condition as existed immediately prior to the damage and shall diligently pursue such repair to completion. If such completion is not attained within nine (9) months from the date of damage, LESSEE may terminate by written notice to DISTRICT at any time prior to completion.

11.4. For purposes of this Article, the parties waive such rights of Lease termination as are granted to them under the laws of the state of California, it being their agreement that the rights of termination in the event of casualty, as set forth herein, shall be exclusive.

12. Termination:

12.1 The area designated as "undeveloped" on Exhibit "A" shall remain undeveloped unless parties agree in writing on specified uses.

- 12.2 This agreement shall be terminable: (1) without cause by either party upon the giving of six (6) months written notice to the other party and (2) by the DISTRICT, upon the giving of thirty (30) days written notice to LESSEE, should problems arise of such severity that DISTRICT, in reasonable exercise of its discretion, determines that continued use of the Premises by LESSEE is not in the best interest of the school district or community.
- 12.3 This Lease may be terminated by the DISTRICT if LESSEE or any sub-LESSEE is in default of or breaches any of the terms or conditions of this Lease, in accordance with the conditions specified in Section 10, Default.
- 12.4 If for any reason any court determines that this Lease is invalid or that either party was not vested with the legal authority to enter into this Lease, this Lease shall become immediately null and void.

13. Surrender of the Premises:

- 13.1 LESSEE shall, at the expiration of the term of this Lease, or upon the earlier termination thereof for any reason, surrender the Premises to the DISTRICT in as good a condition as the Premises were in when possession thereof was given to LESSEE, reasonable wear and tear excepted. All alternations and improvements shall remain on the Premises and shall not be removed unless DISTRICT requests LESSEE to do so in writing. The cost of said removal or repair to the original state shall be borne by LESSEE. LESSEE agrees at the expiration of the lease term or any prior termination to remove or cause to be removed any signs that have been placed upon, in or about the Premises by LESSEE and to repair and restore the Premises to the same condition prior to the time of placing of said signs upon, in, or about the Premises by LESSEE, reasonable wear and tear excepted.

14. Notices:

- 14.1 Any demand or notice which either party shall be required, or may desire to make upon or give to the other, shall be in writing and shall be delivered personally upon the other, or sent by prepaid registered certified mail addressed to the respective parties, as follows:

DISTRICT: Mendocino Unified School District
P. O. Box 1154
Mendocino, California 95460
Attention: Superintendent

LESSEE: Community Center of Mendocino
PO Box 551
Mendocino, California 95460

15. Time:

15.1 Time is of the essence with regard to the provisions of this Lease.

16. Miscellaneous:

16.1 DISTRICT shall not be responsible for damage to or loss of personal property of LESSEE or its agents that is stored or used on the Premises.

16.2 The LESSEE shall pay all personal property taxes that may be assessed by the State of California, possessory interest fees or other assessments and charges required as a result of LESSEE's use of any part of the Premises.

16.3 The headings of titles to the paragraphs of this Lease are not a part of this Lease and shall have no effect upon its construction or interpretation.

16.4 The provisions of this Agreement are severable, and if any provision herein is invalidated by any court, the remaining provisions shall not be affected thereby and shall be fully enforceable, unless such enforcement would be unreasonable or inequitable under all the circumstances or would frustrate the purpose of the Agreement.

16.5 LESSEE shall not sell or assign this Lease, or any part thereof or any interest therein, without first obtaining the DISTRICT's written consent to sell or assign, which consent shall not be unreasonably withheld. DISTRICT shall be provided copies of all such agreements.

17. Maintenance:

17.1 The following maintenance responsibilities were agreed to by both parties regarding the Mendocino Recreation Center:

MUSD will be responsible for:

1. Maintaining and repairing all heaters
2. Maintaining and repairing all electrical wiring issues including ballasts
3. Maintenance and repairs of all water systems
4. Major wood/structural maintenance and repairs to snack shack, bleachers, walkways, and dugouts
5. Painting exterior and interior of the building. CCM will do spot painting only
6. Filling driveways and parking lot with gravel
7. Maintaining the windows and the roof.
8. Maintenance of all fencing (excluding replacement and painting of pickets)
9. Installing, maintaining safe, secure and appropriate well covers
10. Custodial (trash cans and general clean up) after school usage
11. Sprinkler line and head maintenance
12. Paying Friendship Park utility bills

Friendship Park

- Maintenance of Friendship Park including mowing, weeding, pruning, gopher control, watering, etc.

CCM will be responsible for:

1. Cleaning and maintaining the inside and the grounds of the Mendocino Recreation Center building
2. Cleaning and maintaining Dojo and Outdoor Fitness and Recreation Area
3. Minor plumbing repairs such as faucet and toilet leaks and repairs
4. Keep all outbuildings free of weeds and brush
5. Replace light bulbs around facility and maintain exit lights
6. Maintain fire alarm system and stay current with inspections
7. Any damage that occurs above and beyond normal wear and tear will be responsibility of CCM
8. Custodial (trash cans and general clean up)
9. Kitchen equipment maintenance
10. Weed eating and landscaping Rec Center grounds
11. Replacement and painting of pickets (MUSD will provide the pickets) for picket fence

Friendship Park

- Custodial (trash cans and general clean up after events)
- Stocking and cleaning the restrooms
- Opening and closing the restrooms before and after events
- Managing the field rental requests

18. Entire Agreement:

- 18.1 This Lease Agreement supersedes all prior agreements with respect to the Premises and constitutes the entire agreement of the parties in respect to the subject matter hereof, and there are no oral agreements between the parties. No changes in the Lease Agreement shall be made except in writing and signed by both the DISTRICT and the LESSEE. All other leases are null and void.

IN WITNESS WHEREOF, the parties hereto have set their hand on the data hereinabove set forth.

Community Center of Mendocino
"LESSEE"

Mendocino Unified School District
"DISTRICT"

Signature

Signature

Title

Title

Mendocino Unified School District/Community Center of Mendocino
Memorandum of Understanding
_____, 2021

The Community Center of Mendocino is a non-profit dedicated to an enriching after school program, robust community offerings and the custodianship of the historic school building. As a community entity, CCM is often offered donations of time, materials and money to maintain and improve the Center. Because volunteers and donations change, this MOU reflects the desire of both CCM and MUSD to maintain the property and environs while maximizing community support.

- MUSD will maintain the infrastructure of the property
- CCM is responsible for routine maintenance and repairs, with access to MUSD maintenance staff when necessary
- CCM will source donations and volunteers for property maintenance
- CCM will seek grants and donations for larger improvement projects, with advance approval from MUSD
- MUSD will maintain Friendship Park, while CCM will oversee Friendship Park rentals, including set up and clean up
- CCM will maintain the fire alarm system and stay current with inspections

Mendocino Unified School District

Date

Jason Morse, MUSD Superintendent

Community Center of Mendocino

Date

Cally Dym, CCM

4:28 PM

09/28/21

Cash Basis

Community Center of Mendocino

Profit & Loss

July 2020 through June 2021

	Jul '20 - Jun 21
Ordinary Income/Expense	
Income	
43400 · Direct Public Support	
43410 · Undesignated	24,131.69
43420 · Designated Donations	22,345.43
43490 · Grant Income	28,061.07
43400 · Direct Public Support · Other	14,215.00
Total 43400 · Direct Public Support	88,753.19
47200 · Program Income	
47210 · ASEP Program Fee	32,969.28
47270 · Childcare Fee	36.00
Total 47200 · Program Income	33,005.28
47280 · Fac Rental FP	1,141.00
47500 · Rentals	
47510 · Ongoing Rentals	4,520.00
47530 · One-time Rentals	195.00
Total 47500 · Rentals	4,715.00
49000 · Special Events Income	
49010 · CCM Events and Fundraisers	2,846.50
Total 49000 · Special Events Income	2,846.50
49100 · Interest Earned	45.85
Total Income	130,506.82
Gross Profit	130,506.82
Expense	
60900 · Business Expenses	
60920 · Business Lic Registration Fees	726.00
Total 60900 · Business Expenses	726.00
62100 · Contract Services	
62150 · Outside Contract Services	2,901.25
Total 62100 · Contract Services	2,901.25
62800 · Facilities and Equipment	
62870 · Property Insurance	10,039.90
62891 · Fire & Security	507.40
62800 · Facilities and Equipment - Other	545.29
Total 62800 · Facilities and Equipment	11,092.59
65000 · Operations	
65015 · Utilities (Main Building)	
65016 · Utilities-Propane (Main)	2,762.19
65017 · Utilities-Electric (Main)	1,968.35
65018 · Utilities-Sewer (Main)	3,332.04
65019 · Utilities- WM	1,594.98
Total 65015 · Utilities (Main Building)	9,657.56
65020 · Friendship Park	
65023 · Supplies (Fr Park)	55.34
65024 · Maint Bldg & Grounds	693.20
Total 65020 · Friendship Park	748.54
65040 · Supplies, non-office	147.41

Community Center of Mendocino
Profit & Loss
 July 2020 through June 2021

	Jul '20 - Jun 21
65050 · Telephone, Telecommunications	1,749.93
65060 · Supplies, Office	223.89
65090 · Postage, Mailing Service	139.70
Total 65000 · Operations	12,667.03
65012 · Bank service charges	830.97
65200 · Event and Rental Expenses	
65220 · Fundraising Event Expense	197.16
Total 65200 · Event and Rental Expenses	197.16
65300 · Program Expenses	
65310 · Materials	49.20
65300 · Program Expenses - Other	1,588.95
Total 65300 · Program Expenses	1,638.15
66000 · Payroll Expenses	
66001 · Payroll Taxes	13,002.00
66100 · Payroll-Admim and Asst.	45,022.50
66200 · Payroll-Custodial	1,729.00
66300 · Payroll-Teachers	8,400.00
66400 · Worker's Comp Insurance	-213.23
Total 66000 · Payroll Expenses	67,940.27
Total Expense	97,993.42
Net Ordinary Income	32,513.40
Other Income/Expense	
Other Expense	
80000 · Ask My Accountant	0.00
Total Other Expense	0.00
Net Other Income	0.00
Net Income	32,513.40

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mendocino Unified School District	Jason J. Morse Superintendent	jmorse@mcn.org (707) 937-5868

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Located in Northern California on the coast of the Pacific Ocean, the Mendocino Unified School District is a small, rural, pre-K-12 District comprised of 112 employees and 8 schools. There is one traditional high school, one alternative independent study school, one continuation high school, one alternative high school, one K-8 school, two K-3 schools, and a preschool. The District serves approximately 470 students. Of the 470 students, 48% are classified as low income and 6% are English Learners. Student ethnicity is represented in MUSD as follows: 74% white, 16% Hispanic, 2% Asian, 1% American Indian, 0.5% Pacific Islander, 2% black, 0.5% Filipino, and 4% other/unknown. The unduplicated pupil count is 217, or 46%. At Mendocino Unified School District, our vision is to provide an integrated learning community that fosters creativity, compassion, and civic responsibility in a way that maximizes personal development. Our motto is "Learn. Explore. Create."

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

A look at the data from the 2019 California School Dashboard doesn't exactly indicate many successes in terms of where we would like to be in the measured areas. Many indicators point to the yellow in the meter, but when you dig a little deeper, our high school math and English Language Arts scores were a point of success. In addition, although it declined slightly, our graduation rate remains high. Our CTE classes and pathways continue to strengthen as participation was at it's highest point in the last 5 years. Locally, our Family Resource Center continues to be utilized by all students and families, but with our low income families in particular.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the dashboard, there are a few indicators that need significant improvement for socioeconomically disadvantaged students and those with disabilities including chronic absenteeism, performance on the SBAC for math and English Language Arts and suspensions. In addition, the suspension rate for Hispanic students needs improvement. A District-wide Chronic Absenteeism Task Force was created in 2018-19 to strategize and to support families in getting to school. We are planning to continue that into the 2021-22 school year. In addition, we are hiring additional instructional aides and intervention teachers to assist with reading and math. Finally, we are hiring a dedicated EL teacher and ELPAC Coordinator to better serve our EL families.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The main highlight of the LCAP is the commitment to provide more consistent, and better services for our English Learners. For years, the services and ELPAC coordination for our EL students has been splintered and has changed hands as our staffing needs change from year to year. We are hoping to hire a dedicated EL teacher and coordinator to provide services and to collaborate with other classroom teachers. In addition to increasing our reclassification rate, we are hoping to closely measure student progress on an individual basis. Another highlight in the LCAP is a doubling down on our reading and math intervention efforts as we cope with learning loss due to covid. Our CTE programs and pathways continue to grow in popularity and we will be strengthening our CTE offerings in this LCAP. Finally, we are continuing and expanding our efforts to support or low income families through our counseling program and Family Resource Center.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Stakeholders were engaged at various meetings during the spring. Staff meetings were held on April 28th, May 12th, and May 19th. Parents and community members met on May 12th, and the K-8 Parent Teacher Organization was consulted on May 13th. Notices regarding the parent meetings were sent in school newsletters and via parent listserves.

A summary of the feedback provided by specific stakeholder groups.

The feedback from stakeholder groups was strong and thoughtful. For math and reading intervention: the need for a proven program for diagnostic assessments and additional RTI teachers and aides was mentioned. For English Learners: better use of translation tools and consistent, dedicated staffing. For student social and emotional supports: student and/or adult mentors, and increased counseling, particularly at the high school level. Professional development for staff was discussed for all three categories. Parent and community stakeholders suggested training for parents on academic strategies with their kids at home, continued Zooms for after school study groups, and better messaging/communication with Spanish speaking families. There was also support for later start times in our schools.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The need for additional support for math and reading intervention and our EL students came up frequently at stakeholder meetings and resulted in a more focused effort to provide direct actions and services to EL students and those with academic learning loss. In addition, more supports within our Family Resource Center and counseling programs are embedded in the LCAP as a result of the stakeholder meetings.

Goals and Actions

Goal

Goal #	Description
1	Every English Learner will show annual improvement in each domain of the English Language Proficiency Assessments for California (ELPAC). The four domains are listening speaking, reading, and writing. (CA state priorities 2,4)

An explanation of why the LEA has developed this goal.

The number of English Learners in the school district continues to increase with each year. We are small enough, however, to track and measure all of the four domains for each student on the ELPAC. For the past few years we have lacked a consistent EL teacher and English Language Proficiency Assessments for California (ELPAC) Coordinator.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The four domains of the ELPAC for each EL student	A spreadsheet will be created with each EL student listed in the school district. Their scores from the 2020-21 school year will serve as the baseline.				
Improved participation and proficiency on the ELA and Math SBAC	A spreadsheet will be created with each EL student listed in the school district. Their scores from the 2021 SBAC will serve as the baseline.				
Increased English Learner reclassification rate	Zero students were reclassified during the 2020-21 school year				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Hire a dedicated EL teacher and ELPAC Coordinator	EL Teacher will provide direct instruction and services to all EL students. As the ELPAC Coordinator, they will coordinate and administer the ELPAC tests and determine if reclassification is appropriate.	\$74,708.00	Yes
2	Maintain a 0.40 FTE EL teacher at the K-8 School	EL Teacher will provide direct instruction and services to all EL students.	\$40,471.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Improved student outcomes for socioeconomically disadvantaged students (CA state priorities 4,5,6)

An explanation of why the LEA has developed this goal.

According to the California School Dashboard for MUSD, socioeconomically disadvantaged students need improvement in ELA and Math proficiency on the SBAC, chronic absenteeism, and suspension rate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Socioeconomically disadvantaged pupil chronic absenteeism rate	Socioeconomically disadvantaged pupil chronic absenteeism rate in 2018-19: 25.4%				
Socioeconomically disadvantaged pupil suspension rate	Socioeconomically disadvantaged pupil suspension rate in 2018-19: 9.7%				
Socioeconomically disadvantaged pupil proficiency on the ELA and Math SBAC	Percentage of socioeconomically disadvantaged students meeting the standard in ELA on the SBAC in 2019: 48%				
	Percentage of socioeconomically				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	disadvantaged students meeting the standard in math on the SBAC in 2019: 34%				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain a 1.0 FTE Social Worker	The Social worker provides outreach to socioeconomically disadvantaged students and families to insure the best opportunity for engagement and parent involvement.. They provide translation and resources such as weekly food boxes, laundry services, counseling, and connections to community resources.	\$83,086.00	Yes
2	Hire a 3.5 hr/day Social Work Aide	The social work aide will assist the social worker in the Family Resource Center to improve engagement, communication, and parent involvement.	\$7,141.00	Yes
3	Hire a 1.0 FTE K-8 Response to Intervention Teacher (0.50 FTE)	The RTI teacher will provide direct math and reading intervention services to students to improve student academic outcomes.	\$37,354.00	Yes
4	Maintain 0.6 FTE of a K-8 Response to Intervention Teacher (0.3 FTE)	The RTI teacher will provide direct math and reading intervention services to students to improve student academic outcomes.	\$30,353.00	Yes
5	Hire additional Instructional Aides at Mendocino High School, Sunrise High School, and	Additional instructional aides will reduce the staff to student ratio in the classrooms and provide more 1:1 intervention and instruction.	\$65,663.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Mendocino K-8 School			
6	Maintain Counseling Services (0.10 FTE)	The mental health counselor will improve student outcomes such as connectedness and safety	\$10,730.00	Yes
7	Hire additional counseling services (0.3 FTE)	Additional counseling will improve student outcomes such as connectedness and safety and offer more opportunities for classroom counseling and teaching positive peer interactions.	\$22,185.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Improved student outcomes (CA state priorities 1, 4, 7,8)

An explanation of why the LEA has developed this goal.

We are always prioritizing basic services for all students, pupil achievement, course access, and other pupil outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers in the LEA appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	Mis-assigned teachers in 2020-21: 0				
Sufficient student access to the standards-aligned instructional materials	Williams Complaints in 2020-21: 0				
School facilities in good repair	Percentage of facilities in good or exemplary condition in 2020-21: 100%				
ELA and Math Proficiency on the SBAC	Percentage of MUSD students meeting or exceeding the standard on the SBAC ELA in 2019: 55% (CA - 51%)				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Percentage of MUSD students meeting or exceeding the standard on the SBAC math in 2019: 45% (CA - 40%)				
Successful completion of A-G requirements for the UC and CSU systems	Percentage of 12th graders completing A-G requirements in 2018-19: 60%				
Successful completion of courses that satisfy the requirements for a career technical education (CTE) pathway	Percentage of 12th grade students completing a CTE pathway in 2019-20: 65%				
Passing an advanced placement exam with a score of a 3 or higher	Percentage of 12th grade students achieving a score of a 3 or better in 2018-19: 49%				
College preparedness as measured by the Early Assessment Program	Percentage of students in the Early Assessment Program: NA				
A broad course of study	Number of elective classes offered at Mendocino High School in 2019-20: 27				
K-8 Writing Assessment	Percentage of 6th-8th grade students achieving a 3 or 4 on				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increased opportunities for work-based learning through internships in the community	one of the K-8 writing assessments in 2020-2021: NA (baseline will be determined in 2021-22)				
	Number of students participating in work-based internships in the community in 2020-21: NA (baseline will be determined in 2021-22)				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Hire a 1.0 FTE K-8 Response to Intervention Teacher (0.50 FTE)	The RTI teacher will provide direct math and reading intervention services to students to improve student academic outcomes.	\$37,354.00	No
2	Maintain 0.6 FTE of a K-8 Response to Intervention Teacher (0.3 FTE)	The RTI teacher will provide direct math and reading intervention services to students to improve student academic outcomes.	\$30,353.00	No
3	Maintain 3.2 FTE elective teachers at Mendocino High School to offer a broad course of study	The elective teachers will teach the course that contribute to all students receiving a broad course of study as well as increased CTE participation and pathway completion.	\$244,644.00	No
4	Maintain a 0.2 FTE Freshman Seminar Teacher	The freshman seminar teacher will provide goal setting, career options, and a roadmap of how to achieve those goals.	\$17,405.00	

Action #	Title	Description	Total Funds	Contributing
5	Hire additional Instructional Aides at Mendocino High School, Sunrise High School, and Mendocino K-8 School	Additional instructional aides will reduce the staff to student ratio in the classrooms and provide more 1:1 intervention and instruction.	\$52,724.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	Improve school climate and student family engagement (CA state priorities 3,5,6)

An explanation of why the LEA has developed this goal.

Optimal learning will not be possible without proper mental health supports and a positive school climate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Increased parent engagement and input in making decisions for the District and school sites as measured by a parent survey	Results of parent survey: NA (will determine baseline in 2021-22)				
School attendance rates	MUSD Attendance Rate in 2018-19: NA				
Chronic Absenteeism Rate	MUSD Chronic Absenteeism Rate in 2018-19: 19.9%				
Middle School Dropout Rate	MUSD Middle School Dropout Rate in 2018-19: 0%				
High School Dropout Rate	MHS Dropout Rate in 2018-19: 11.6%				
High School Graduation Rate	MHS Graduation Rate in 2018-19: 88.4%				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Suspension Rates	K-8 Suspension Rate in 2018-19: 7.1% MHS Suspension Rate in 2018-19: 7.2%				
Pupil Expulsion Rates	MUSD Expulsion Rate in 2018-19: 0%				
Student Safety and School Connectedness	CHKS Results in 2021-22 will serve as the baseline				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain Counseling Services (0.40 FTE)	The mental health counselor will improve student outcomes such as connectedness and safety	\$42,921.00	No
2	Hire additional counseling services (0.3 FTE)	Additional counseling will improve student outcomes such as connectedness and safety and offer more opportunities for classroom counseling and teaching positive peer interactions.	\$22,185.00	Yes
3	Contract with the Mendocino Youth Project for 1 day/week	MCYP worker will improve student outcomes such as connectedness and safety and offer more opportunities for classroom counseling and teaching positive peer interactions.		No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.32%	\$354,729

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

We are increasing our academic and behavioral intervention services to meet the needs of all students. EL and socioeconomically disadvantaged students were considered first and increasing response to intervention (RTI) services will directly impact those students to reduce suspension rates and increase standardized test scores. In addition, increased RTI services will help to address learning gaps caused by distance learning in 2020.

Maintaining elective opportunities and increasing instructional and integrative aides will reduce the staff to student ratio and allow all students to access a broad course of study.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

We have acknowledged that our services for English Learners has been inconsistent in recent years in terms of program and personnel. The EL teaching position and ELPAC Coordinator positions have been offered as stipends or have been included as a part of a teaching position. Going forward, we have hired a dedicated certificated teacher to teach and coordinate EL services and testing. Having a dedicated EL teacher will help MUSD reach our goal of EL students improving their reading, writing, speaking, and listening skills as well as our reclassification rate. A review of data indicated that we needed to improve outcomes for socioeconomically disadvantaged students. In particular, MUSD would like to reduce the chronic absenteeism rate as well as the suspension rate. We are maintaining and increasing personnel in our social work and counseling programs to increase communication and connection of services to families in need.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$320,926.00	\$192,684.00	\$285,936.00	\$19,731.00	\$819,277.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$819,277.00	

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners	Hire a dedicated EL teacher and ELPAC Coordinator	\$7,471.00	\$67,237.00			\$74,708.00
1	2	English Learners	Maintain a 0.40 FTE EL teacher at the K-8 School	\$40,471.00				\$40,471.00
2	1	English Learners Foster Youth Low Income	Maintain a 1.0 FTE Social Worker	\$83,086.00				\$83,086.00
2	2	English Learners Foster Youth Low Income	Hire a 3.5 hr/day Social Work Aide	\$1,428.00	\$5,713.00			\$7,141.00
2	3	English Learners Foster Youth Low Income	Hire a 1.0 FTE K-8 Response to Intervention Teacher (0.50 FTE)	\$37,354.00				\$37,354.00
2	4	English Learners Foster Youth Low Income	Maintain 0.6 FTE of a K-8 Response to Intervention Teacher (0.3 FTE)	\$30,353.00				\$30,353.00
2	5	English Learners Foster Youth Low Income	Hire additional Instructional Aides at Mendocino High School, Sunrise High School, and Mendocino K-8 School	\$65,663.00				\$65,663.00
2	6	English Learners Foster Youth Low Income	Maintain Counseling Services (0.10 FTE)	\$10,730.00				\$10,730.00
2	7	English Learners Foster Youth Low Income	Hire additional counseling services (0.3 FTE)	\$22,185.00				\$22,185.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	All	Hire a 1.0 FTE K-8 Response to Intervention Teacher (0.50 FTE)		\$37,354.00			\$37,354.00
3	2	All	Maintain 0.6 FTE of a K-8 Response to Intervention Teacher (0.3 FTE)			\$30,353.00		\$30,353.00
3	3	All	Maintain 3.2 FTE elective teachers at Mendocino High School to offer a broad course of study		\$49,387.00	\$195,257.00		\$244,644.00
3	4		Maintain a 0.2 FTE Freshman Seminar Teacher			\$17,405.00		\$17,405.00
3	5	All	Hire additional Instructional Aides at Mendocino High School, Sunrise High School, and Mendocino K-8 School		\$32,993.00		\$19,731.00	\$52,724.00
4	1	Students with Disabilities	Maintain Counseling Services (0.40 FTE)			\$42,921.00		\$42,921.00
4	2	English Learners Foster Youth Low Income	Hire additional counseling services (0.3 FTE)	\$22,185.00				\$22,185.00
4	3	All	Contract with the Mendocino Youth Project for 1 day/week					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$320,926.00	\$393,876.00
LEA-wide Total:	\$32,915.00	\$32,915.00
Limited Total:	\$154,641.00	\$227,591.00
Schoolwide Total:	\$133,370.00	\$133,370.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Hire a dedicated EL teacher and ELPAC Coordinator	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$7,471.00	\$74,708.00
1	2	Maintain a 0.40 FTE EL teacher at the K-8 School	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Mendocino K-8 School Comptche School Albion School TK-8	\$40,471.00	\$40,471.00
2	1	Maintain a 1.0 FTE Social Worker	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$83,086.00	\$83,086.00
2	2	Hire a 3.5 hr/day Social Work Aide	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$1,428.00	\$7,141.00
2	3	Hire a 1.0 FTE K-8 Response to Intervention Teacher (0.50 FTE)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mendocino K-8 School Albion School Comptche School	\$37,354.00	\$37,354.00
2	4	Maintain 0.6 FTE of a K-8 Response to	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mendocino K-8 School Albion School	\$30,353.00	\$30,353.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		Intervention Teacher (0.3 FTE)			Comptche School		
2	5	Hire additional Instructional Aides at Mendocino High School, Sunrise High School, and Mendocino K-8 School	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mendocino High School Mendocino K-8 School Sunrise High School	\$65,663.00	\$65,663.00
2	6	Maintain Counseling Services (0.10 FTE)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,730.00	\$10,730.00
2	7	Hire additional counseling services (0.3 FTE)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$22,185.00	\$22,185.00
4	2	Hire additional counseling services (0.3 FTE)	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$22,185.00	\$22,185.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
Totals:				Planned Expenditure Total	Estimated Actual Total
Totals:					

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lcl/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2021–22.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions are the most effective use of the funds to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mendocino Unified School District	Jason Morse, Superintendent	jmorse@mcn.org , 707-937-5868

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information, please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
MUSD 2021-2022 LCAP	www.mendocinoused.org under the "About MUSD" tab

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$615,330.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$209,338.58
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$405,991.42
Use of Any Remaining Funds	\$0
Total ESSER III funds included in this plan	
\$615,330.00	

Community Engagement

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA’s ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A stakeholder meeting was held on Tuesday, September 28th via Zoom. A notice regarding the meeting was sent out to all Mendocino Unified School District families and staff on Tuesday, September 21st as well as a similar reminder on Tuesday, September 28th.

A description of how the development of the plan was influenced by community input.

The plan was discussed in detail with stakeholders. A few clarifying questions were asked and addressed, but the plan did not change as a result of the meeting.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$209,338.58			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	Repurpose Lead Aide Position in 2020-2021	The lead aide position was repurposed to provide 1:1 student support	\$12,167.11
NA	Repurpose Director of Human Resources in 2021-22, 2022-23, and 2023-24	0.3 FTE of the director of human resources was repurposed to provide coordination and implementation of COVID testing, staff vaccinations, reporting and communication with the county public health department, and procuring of personal protective equipment	\$92,105.40
NA	Purchasing of Personal Protective Equipment in 2021-22, 2022-23, and 2023-24	Purchase of all PPE including, but not limited to, masks, gloves, signage, Plexiglass barriers, and air purifiers	\$75,000
NA	Increased Compensation for Substitute Teachers in 2021-22, 2022-23, and 2023-24	Increased compensation in order to fill the need for substitute teachers	\$30,066.07

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$405,991.42

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	Repurpose Sunrise Teacher in 2020-21	Sunrise Continuation School Teacher was repurposed to provide 1:1 student support	\$11,914.50
LCAP, Goal #1, Page 5	Hire a Dedicated EL Teacher and ELPAC Coordinator in 2022-23 and 2023-24	A dedicated EL teacher will provide direct instruction to EL students and coordinate ELPAC testing	\$207,222.06
LCAP, Goal #3, Page 10	Hire Additional Instructional Aides Across the District in 2022-23 and 2023-24	Hire additional aides to reduce the staff to student ratio in classrooms and provide more 1:1 intervention and instruction	\$86,530.00
LCAP, Goal #3, Page 10	Hire Additional K-8 School RTI Teacher (0.5 FTE) in 2022-23 and 2023-24	Hire additional RTI teacher to provide direct math and reading intervention services	\$77,321.16
NA	Increase Instructional Aide Time at K-8 School in 2022-23 and 2023-24	Increasing aide time will provide additional 1:1 intervention and instruction	\$23,003.70

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	NA	NA	NA

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID-19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Hire a Dedicated EL Teacher and ELPAC Coordinator in 2022-23 and 2023-24	The progress of every EL student will be monitored for progress in each of the four domains on the ELPAC assessment (reading, writing, listening, and speaking)	Annually
Hire Additional Instructional Aides Across the District in 2022-23 and 2023-24	Improved outcomes on local interim and summative assessments as well as the math and ELA SBAC standardized assessments	Annually
Hire Additional K-8 School RTI Teacher (0.5 FTE) in 2022-23 and 2023-24	Improved outcomes on local interim and summative assessments as well as the math and ELA SBAC standardized assessments	Annually
Increase Instructional Aide Time at K-8 School in 2022-23 and 2023-24	Improved outcomes on local interim and summative assessments as well as the math and ELA SBAC standardized assessments	Annually

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of "Not Applicable" in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the 'Total ESSER III funds received by the LEA,' provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the 'Total ESSER III funds included in this plan,' provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA's plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID-19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan.
If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan.
If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

Resolution 2021-17
Mendocino Unified School District
Mendocino, California
Mendocino County, California

ADOPTION OF THE 2020-21 ACTUAL AND 2021-22 BUDGET GANN LIMIT

WHEREAS, in November, 1979, the California electorate did adopt Proposition 4, commonly called the GANN Amendment, which added Article XIIB to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriations limitations, commonly called "Gann Limits", for public agencies, including school districts; and

WHEREAS, the District must establish a revised Gann Limit for the 2020-21 fiscal year and a projected Gann Limit for the 2021-22 fiscal year in accordance with the provisions of article XIII-B and applicable statutory law;

NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann Limits for the 2020-21 and 2021-22 fiscal years are made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the budget for the 2020-21 and 2021-22 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that the Superintendent provides copies of this resolution along with the appropriate attachments to interested citizens of this District.

Passed and adopted by the Board of Trustees of the Mendocino Unified School District in Mendocino, California, this 21st day of October, 2021.

President	Windspirit Aum	_____
Clerk	Michael Schaeffer	_____
Member	Jim Gay	_____
Member	Jessica Grinberg	_____
Member	Mark Morton	_____

SO ORDERED.

I, Windspirit Aum, President of the Board of Trustees of the Mendocino Unified School District, do hereby certify that the foregoing resolution was regularly introduced, passed, and adopted by the Board of Trustees at its meeting held on October 21, 2021.

Windspirit Aum, President of the Board

Jason Morse, Superintendent



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 Humrichouse

Assignment Math Grade Level 7+8

Legal Authorization per Ed. Code 44256(b)

Assignment date from 8/16/21 to 6/10/22

I mutually consent to this assignment.

Mimi Duvigneaud

Teacher's signature

9/20/21

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.



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Jason Morse, Superintendent

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TEACHER CONSENT FORM

Teacher Molly Root
District MUSD School K-8
Site Administrator Kim Humrichouse
Assignment Math Grade Level 7/8
Legal Authorization per Ed. Code 44256(b)
Assignment date from 8/16/21 to 6/10/22

I mutually consent to this assignment.

Molly Root 8/15/21
Teacher's signature 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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TEACHER CONSENT FORM

Teacher Mark Datney

District MUSD School K-8

Site Administrator Kim Hummichouse

Assignment Math Grade Level 7

Legal Authorization per Ed. Code 44256(b)

Assignment date from 8/16/21 to 6/10/21

I mutually consent to this assignment.

Teacher's signature

Date

8/21/21

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 Meredith Frederick

District MUSD School MHS

Site Administrator Robin Hahn

Assignment Spanish Grade Level 9-12

Legal Authorization per Ed. Code 44263

Assignment date from 8/16/21 to 6/10/22

I mutually consent to this assignment.

[Signature]
Teacher's signature

10.6.21
Date

cc: MCOE

EC §44263 allows the holder of a teaching credential to serve, by resolution of the governing board and with the consent of the teacher, in a departmentalized class if the teacher has completed eighteen semester units of course work, or nine semester units of upper division or graduate course work, in the subject to be taught.

A teacher licensed pursuant to the provisions of this article may be assigned, with his or her consent, to teach any single subject class in which he or she has 18 semester hours of coursework or nine semester hours of upper division or graduate coursework ...