



LEGGETT VALLEY  
SCHOOLS (707) 925-6285

LEGGETT VALLEY UNIFIED  
SCHOOL DISTRICT  
P.O. BOX 186, 1 SCHOOL WAY, LEGGETT, CA 95585  
VOICE: (707) 925-6285 FAX: (707) 925-6396  
<http://leggett.k12.ca.us>

ANTHONY LOUMENA, SUPERINTENDENT/PRINCIPAL



WHALE GULCH SCHOOLS  
(707) 986-7131

**LVUSD BOARD OF TRUSTEES  
REGULAR MEETING  
WEDNESDAY NOVEMBER 18, 2020  
4:00 P.M. CLOSED SESSION  
4:30 P.M. OPEN SESSION  
VIA ZOOM**

**To attend the meeting, please follow the Link**

Join Zoom Meeting

<https://us02web.zoom.us/j/89965260648>

Meeting ID: 899 6526 0648

Pass Code: 557658

**AGENDA**

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

- 1. Call Meeting to Order**
- 2. Agenda Approval**
- 3. Public comments on Closed Session Items:**  
A maximum of 15 minutes is reserved for members of the public to address the Board on Closed Session items. The Board may briefly respond to such public comments by asking questions to clarify the speakers' comments and refer the speaker to the Superintendent for further clarification.
- 4. Closed Session**
  - a. Public Employment: Superintendent (*G.C. 54957*) – Conference with Labor Negotiator
- 5. Recess to Closed Session:**
- 6. Reconvene to Open Session:**
- 7. Report out of Closed Session:**
- 8. Public Comments:** Members of the public are encouraged to address the Board directly. The Board will hear any item of interest to the public that is within the Board's subject jurisdiction. Public comments can be made at this time or during the Board's consideration of the agenda item.
- 9. Communications/Reports:**
  - a. District
  - b. Leggett
  - c. Whale Gulch
  - d. Transportation Update
  - e. Business Manager
  - f. CTA Report
  - g. CSEA Report
- 10. Discussion Items:**
  - a. Set meeting time for Annual Organizational Meeting
  - b. New Website
- 11. Action Items**
  - a. Consideration/Approval of Oral Recommendation Regarding Salary and/or Fringe Benefits
  - b. Consideration/Approval of School Re-opening Date-Whale Gulch
  - c. Consideration/Approval of School Re-opening Date-Leggett Valley
  - d. Consideration/Approval of Board Governance Handbook
  - e. Consideration/Approval of the Revised LCAP
  - f. Consideration/Approval of the Consent Agenda



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- (1) Consent Warrants October 2020
- (2) Enrollment Update
- (3) Minutes from October 14, 2020 Meeting

**12. Review Agenda for Next Regular Meeting**

**13. Date and Location of Next Regular Meeting: December 09, 2020 via Zoom**

**14. Comments:**

- a. Superintendent
- b. Board

**15. Adjournment of Meeting**

**Agenda Packet & Supporting Documents Notice:** The agenda packet and supporting materials, including materials distributed less than 72 hours prior to the scheduled meeting, can be viewed at the Leggett Valley Unified School District Office. For more information please call (707) 925-6285.

**ADA Compliance Notice:** Leggett Valley Unified School District adheres to the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact the Superintendent, (707) 925-6285. All efforts will be made for reasonable accommodations.





## Whale Gulch School Update:

The zoom world is going strong! Classes seem to be moving forward as progress reports just went out.

Our tote drop off and pickup system seems to be working good, so far every one is in the groove. Parents are very good about being on time or making other arrangements. Parents are also calling in and letting us know if for some reason they cannot make the zoom.

Junior high and high school continue to move through their cohort system with smooth transitions.

The leadership team wrote a personal note to all the kindergarten through sixth grade students, wishing them a happy Halloween and reminding them that we are still a school community.

I think everyone is looking forward to the fall break, as the weather turns cold it feels like fall is here and winter is close by!

We would like to wish the board a very nice, quiet, and safe Thanksgiving!

Brenda



## NOVEMBER NEWSLETTER

### WHAT'S HAPPENING:

\* We would like to thank the wonderful community of Whale Gulch for the amazing Haunted Hallows drive thru at four corners! It was such a great performance and a very generous gesture to include the school in their fundraising! Staff, students and parents are very grateful! Students jack o lanterns looked so great!!

\* Thank you to the leadership team for providing a note and goodie bags for kindergarten to sixth graders students.

• Thanksgiving Break is from Monday the 23rd to Friday the 27th. There is much to be grateful for during this change in seasons. Enjoy the time off! We will return Monday 11/30 to begin December!!

\*As a staff, we wish you all a nice fall break! Everyone has been working hard in our new virtual learning. We want to thank everyone and give the students a great deal of credit for adapting, working hard, and trying their best!

### Mark Your Calendar

\*NO SCHOOL- Wednesday Nov. 11

\* SCHOOL DAY- Friday Nov. 13

\* Board Meeting WGS Nov. 18

\* Thanksgiving BREAK-  
Monday Nov. 23- Friday Nov. 27

### *Friendly*

### **REMINDER:**

*Please Call when your child is absent for any reason 986 -7131*

### Yes we take attendance

**If you can't be in your zoom you need to call us! Let us know if you're having problems connecting, or if you can't be there for the zoom please let us know!  
Communication is key!!**






### TidBITS:

\*District Board Meeting Wednesday November 18<sup>th</sup>. A zoom link will be sent out when we get closer to the date.

\* Keep in mind Winter Break is from Friday December 10<sup>th</sup> to Friday January 1<sup>st</sup> this year. Please plan accordingly to help keep attendance up. We start back 1/4/21.

\* If you get your groceries at **SHOP SMART?** Make sure to designate **Whale Gulch School** as the non-profit group connected to your **ACCESS CARD**. Every time you make a purchase we get credits. Call (514) 412 – 0005 or email [ALLAccess@ckmarket.com](mailto:ALLAccess@ckmarket.com)

# November 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
			No School Veterans Day		SCHOOL FOR EVERYONE	
15	16	17	18	19	20	21
			Board Meeting Zoom link will be sent out!			
22	23	24	25	26	27	28
	FALL BREAK 	FALL BREAK 	FALL BREAK 	FALL BREAK 	FALL BREAK 	
29	30					





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### Transportation Report

Nothing really has changed since the October 2020 Transportation Report. Homework deliveries are running smoothly for the Whale Gulch site and the same goes for the homework/meal deliveries for the Leggett site. I really appreciate all the hard work that our drivers are putting into this and the willingness of our aides to cover for us when and if needed.

As far as bus training goes, the CHP officer was supposed to be back from vacation on the 5th of November and we are currently waiting for word from him on live scan results so we can begin training again.

Melissa (Missy) Bradley  
Transportation Supervisor  
Leggett Valley Unified School District







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November 18, 2020 Board Meeting  
Business Manager Report

**SB 820 Growth Funding Application:**

Our SB 820 Growth Funding Application has been submitted and we are just waiting to hear back from CDE regarding the outcome.

**Funding and Deferrals:**

EPA funding is coming in higher than anticipated. While this does not change our actual funding levels, and we are not receiving additional funding, this is still good news because EPA funding falls into the category of funds that cannot be deferred. Which means, initially we were expecting to receive \$234,920.00 in EPA funding and now we are projected to receive \$534,884.00 from EPA funding. This means that once deferrals begin, less of our revenue will be deferred.

**Other:**

I just finished up our end of year audit for 19-20 and the auditors are projecting a fairly quick turn around with their report.

I am also working with Meg to complete our 1<sup>st</sup> Interim Budget Report and will have that, along with our Budget overview for parents at our December meeting.



# Learning Continuity and Attendance Plan Template (2020-21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Leggett Valley Unified School District	Anthony M. Loumena Superintendent	anthony@leggett.k12.ca.us (707) 925-6285

## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Leggett Valley Unified School District is an isolated school district near the Northern California Lost Coast. We have two distinct communities that are 90 minutes apart. Whale Gulch School is part of the Lost Coast and has 53 K-12 students while Leggett Valley School is in redwood country near the north coast and has 85 K-12 students.

COVID-19 has had a lasting impact on our communities. Our remoteness makes it hard for many of our families to be connected and receive live education from their teachers. Our staff is resilient and have all made it their mission to provide engaging and meaningful education while we are navigating through this pandemic. We are working hard but struggling to keep our families connected so that they can all have a meaningful educational experience with their teachers.

## Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

With such a small window of time to respond to this document we have used much of our time with staff, board and community working on our re-opening plans for the fall. We have had ten virtual meetings over the summer. We have also taken time at our special board meeting in July and our regular board meetings in June and August to get input and comments on our reopening plans. Parents and staff were informed of all meetings through email invites and staff passing the word throughout our communities. We had a mix of CSEA staff, CTA staff, parents, board members and administrators giving input on our plans for both sites.

[A description of the options provided for remote participation in public meetings and public hearings.]

All staff and community members were given Zoom meeting links to participate in the development of our plans for fall in both re-opening meetings and board meetings. They also were given the option to email public comments at all three board meetings.

[A summary of the feedback provided by specific stakeholder groups.]

Feedback from staff in both union groups, board members and parents is that they felt heard and a part of the process of developing the plans for our fall re-opening of school.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Whale Gulch School, including its staff from both unions, board members from their community and parents really wanted to do four week on-campus cohorts for their 7-12 grade students. With two teachers for this group they would do a block scheduling for two groups on campus daily while one group was being served by distance learning. This was out of the box thinking that was different than what most districts and schools were doing. Their work on this idea and presentation to both the district and the board made this unique approach happen. Leggett School really wanted to make sure we had homerooms so that we could have a check-in time with students along with some social, mental health time before the day became more academic. This was included in the final scheduling.

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019-2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Using health guidelines from our county health officer, along with the Governor's guidance, Whale Gulch School was able to open with a hybrid of in-person learning and distance learning. 7-12 grades were in single teacher cohorts of 14 or less students on a block schedule while the K-6 grades were on a cohort schedule that included a Monday/Wednesday cohort and Tuesday / Thursday cohort. at each grade level. Unfortunately our district was put on the state watch list three days into it and had to go back to all distance learning. We are basically using the same model in distance learning as we were in on campus learning at Whale Gulch. 7-12 grades are in 4 week cohorts while K-6 grades are on an A/B schedule. Each day starts with mental health time as teachers spend time checking in with students. Whale Gulch will go back to this hybrid model when we are able to continue with on campus learning.

Leggett Valley chose to start the year in distance learning. Each day starts with a homeroom Zoom meeting in which teachers check in on student concerns and also leads mental health exercises to keep the students engaged with each other socially. Many of our teachers are

offering one on one intervention with students who are starting to show signs of being behind, or who seem to need to emotional support to stay focused on their school work. For students who are able to come on to campus for this assistance, we encourage them to; for students who are more remote, teachers are holding one on one zoom sessions, small group zoom study sessions, and phone call support. Because we have scheduled time for one on one work with our students who need assistance, they will be able to progress in the curriculum with their peers. Leggett Valley will have a block schedule hybrid model for 7-12 while K-6 will be in class cohorts of 14 or less students with one teacher and one aide per cohort.

Precautions at both sites, when we are able to bring students back on campus include: Physical distancing, masks, touch-less soap dispensers, hand sanitizers and paper towel machines. These will be in all bathrooms, classrooms and anywhere people congregate. We also have screens on all the doors of our classrooms with outside entrances so that we can keep the doors open to keep the air circulating.

**Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Our students who are academically struggling are able to come in for extra help following all of the county health guidelines for on campus learning	6000.00	Yes
Purchase PPE items for both school sites that include touchless soap and hand sanitizer dispensers, touchless towel dispensers, masks, more streamlined single desks, plexiglass barrier in office and cafeteria at Leggett Valley School. We allso purchased screens for our classrooms along with hand sanitizer and cleaning supplies.	15,000.00	Yes
Purchase screens for our outside classrooms at both campuses and stream lined desks for our Whale Gulch campus	2,000.00	

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## Distance Learning Program

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### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our staff has been working through the spring and summer to become more adept with online meetings and platforms for students. The district has used COVID-19 funding to boost internet strength and to get students computer devices and hot spots. We have updated our online components for each subject area and have continued to network with the county office of education and teachers from other schools to learn about new and best practices in delivering curriculum during this pandemic. Our curriculum is set up to move fluidly from on-campus learning to distance learning as things shift county and state wide. Finally, we have updated our science curriculum in K-8 grades to better reflect NGSS. Our whole school curricular offerings have been updated and are exactly what we will be using when we come back to in person learning.

### Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

With COVID-19 funding we purchased Chromebooks for each student in our district. We have contacted each household with students in our district and ordered hot spots for those in need. Students also have the option to reserve time to come on campus, following state guidelines, to use our connectivity to be able to participate in their academic program.

### Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Progress through both live contacts and synchronous instructional minutes will be tracked using assignment completion, attendance and student engagement in their academics with their teacher and peers. Each teacher is holding group lessons along with checking in daily with individual students. Lessons have included direct instruction, guided practice and independent practice time with teacher support as needed. We will be using the COE reporting form to track daily participation and weekly assessment.

### Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Staff is working through MCOE on Zoom training along with Google classroom training. We have also included our instructional aides in these trainings as they are available. Staff have also participated in trainings throughout the summer both voluntarily and requested by the district.

## Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Our teaching staff have taken on the same role as teacher in their classroom. They have taken on the added role of preparing to move seamlessly from distance learning to on-campus learning and back again as the state changes direction in guidelines. Teachers have also had to take on the extra task of entering data into the COE daily participation and weekly engagement forms. Our classified staff have needed to be more flexible as they have taken on roles such as delivering food and academics to families homes along with helping with disinfecting the campus as needed.

## Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

We have a special education teacher and two special education aides that serve both of our campuses. Intervention and extra guidance from our special education staff is there to work with the teachers to provide the extra support that this population may need. We have purchased online programs to help support both our special education population and ELL population. We have also designed a class for our ELL students at Whale Gulch. At Leggett Valley we are supporting the ELL population in the classroom. For Special Education we are doing routine check-ins with teachers, students and parents. The SPED staff then analyzes the weaknesses the students have in distant learning and they try to fill the gaps with individual online and on campus supports.

## Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Purchase of 40 Chromebooks.	12,848.00	Yes
Purchase of 40 hot-spots and annual licenses.	20,160.00	Yes
Zoom and Google Classroom trainings have taken place to help teachers and instructional aides become more efficient in distance learning platforms.	4,000.00	Yes
Purchase new Science curriculum for K-8 grade.	7,500.00	Yes
Purchased the necessary licenses for both Google and Zoom in order to utilize both platforms for distance learning.	4,500.00	Yes



Description	Total Funds	ContributinQ
Paying for employee's time spent supporting student success during distance learning by preparing and delivering additional materials to students, outside of their contracted duties.	12,000.00	Yes

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## Pupil Learning Loss

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[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019-2020 and 2020-21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Staff is using various programs to see where their students stand at the beginning of the year. Teachers are working with Instructional Aides and Intervention staff to identify areas where students are behind and doing more individual work with those that are showing a loss due to distance learning last spring. This year we have an ELL class for the first time to try and work with our ELL students on building a stronger foundation in their English language skills. Our Special Education teacher is working with our teachers and Special Education Instructional Aides to identify needs of our students, especially our younger ones, and target these needs in extra intervention time with staff. Teachers are providing benchmark assessments throughout the year and the intervention staff will be doing reading level assessments to determine current reading levels and the need for intervention services.

## Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

One of the greatest difficulties for our students during the "crisis teaching" during the Spring of 2020, especially for the older (grades 6-12) students, was the requirement that they be in contact with multiple teachers and balance several classes at a time. The juggling became unsustainable for some of our students--especially for our ELL population, our students with less consistent emotional support at home, and for our students who struggle even in non-COVID times. To address this difficulty, we implemented block scheduling that will allow our students to balance no more than 3 classes at a time, per six-week period. This change also allows contact with just a single teacher per six-week period. We believe that this structure will significantly decrease the number of students who become overwhelmed and "check out." They have a single teacher for homeroom. Teachers are benchmarking for current grade levels and analyzing the data to see where each students individual gaps may be. Time is taken in the afternoon to work in small groups or with individual students on these Qaps. We also

have our intervention staff doing Dibbles at the start of the year to set the benchmark! for the year and compare to end of year last for our returning students .

### Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Staff will be doing assessments at the beginning of each quarter to gage where students are as we work on pacing and curriculum delivery throughout the year. Staff will work together to come up with a plan to help those who have shown signs of learning loss fill in those gaps. Teachers are checking in with students daily. These checks help them establish student engagement along with academic progress or regression. Our intervention staff is working with the most needy kids and reporting back to teachers daily.

### Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Purchase of ELL program to compliment classroom ELL instruction	700.00	Yes
Purchase of online speech program	250.00	Yes
Use Dibbles benchmark testing to gage student gains or losses during second semester 2019-2020	0.00	Yes

### Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Leggett Valley Unified has an on-call counselor that works with our students who are having trauma that is affecting their participation in school. Our staff at both schools have been trained in Restorative Justice and both staffs use curriculum for mental health with their students. Whale Gulch uses their buddies program while Leggett Valley is using the start of every morning in homeroom (both in person and on-line) to connect with students about their mental well being.

## Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Intervention aides will be utilized to do weekly check ins with students who are identified by teachers as not participating in learning activities. Students who are not logging into online learning classes or not completing work to turn in will be contacted by staff. Staff and the student will work together to determine what assistance is needed to help the student be more engaged. These staff members will work to keep the student engaged by using varied strategies including weekly check ins to keep students on task, provide assistance in setting up and using planners and organizers, provide students will assistance with necessary technology to participate in class and turn in assignments, or any other means determined by staff and the student. If these measures do not improve engagement the administration will reach out to the parent to see what the can do, workin to ether, to et the student more en a ed in their learnin .

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Our site at Leggett Valley takes part in the national lunch program. While we are in distance learning we are making packets of two breakfasts and two lunches that go home twice a week (we are a four day school week). Our transportation department delivers these meals on Tuesdays and Thursdays. All meals are made from scratch and follow federal nutritional guidelines. Whale Gulch does not participate in the national lunch program. They are making available snacks when they are requested from families. Whale Gulch will continue to serve breakfast and snack for on campus learning. Classes will be delivered their food in their classroom cohorts. At Leggett Valley we will also be doing classroom delivery of food along with designated cohort spaces where students can eat outside.

# Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low Income students
6.25%	120,000

### Required Descriptions

[For the actions 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 needs of these students.]

All actions described in this document are being provided to the whole school at both sites. Because of our small school populations and our amount of free and reduced lunch students we are able to apply all action items to the whole school. When considering any action item we first looked at how these actions would positively effect our foster youth, ELL, SPED and Low Income students.

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

We are making sure that all of our Foster Youth, English Learners and low-income students has access to technology through school issued Chromebooks and, as needed, school issued hot-spots. These students are also being tracked for attendance issues by each school office and academic issues through our intervention staff.



# Leggett Valley Unified School District

## Governance Handbook

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### **Board of Trustees**

Marcus Green-Board President

Jennifer Parent-Board Member

Brandie Enright-Board Member

Peter Stuth-Board Member

Jessica Roemer-Board Clerk

### **Superintendent**

Anthony Loumena

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## ELEMENTS OF EFFECTIVE GOVERNANCE

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### ***Governance – A Definition***

*School district governance is the act of transforming the needs, wishes and desires of the community into policies that direct the community's schools.*

### ***Governance Tenets***

Effective governance tenets encompass the basic characteristics and behaviors that enable governance team members to effectively create a climate for excellence in a school district and maintain the focus on improved student learning and achievement. There are four dimensions to the effective governance of a school district. The governance responsibilities of the Leggett Valley Unified School District Board of Education are organized into these four elements.

#### ***They are:***

1. Governing as a unified team with a common vision and a shared purpose
2. Governing with a shared understanding of roles and responsibilities
3. Creating and sustaining a positive governance culture
4. Developing protocols and procedures to facilitate governance leadership

## I. UNITY OF PURPOSE – LEGGETT VALLEY UNIFIED SCHOOL DISTRICT MISSION, VISION, AND GOALS.

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### ***MISSION: How we'll get there***

The mission of Leggett Valley Unified School District is to provide a rigorous and relevant academic and career education for all students, emphasizing high expectations, positive relationships, personal responsibility, and engagement in the community.

### ***VISION: Where we are going***

Leggett Valley Unified School District graduates learn the skills to be responsible and involved global citizens who pursue lifelong learning.

### ***GOALS:***

Goal 1: To design and implement an educational program that prepares students for success in college and/or career.

Goal 2: To create a safe, positive, orderly, productive, healthy and respectful learning environment that values diversity and collaboration.

Goal 3: To engage our parents and community in a collaborative partnership that supports the success of our students.

## II. ROLES AND RESPONSIBILITIES – EFFECTIVE TRUSTEES

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The Governance Team identified the four essential conditions of effective trustees.

### **Effective trustees are mindful**

- They represent the entire community
- They hold the broad vision and understand the educational system
- They establish priorities and set the direction by majority decision
- They compromise
- They maintain confidentiality
- They understand the time commitment required to be effective

### **Effective trustees remain focused**

- They set policy
- They make informed, responsible decisions
- They maintain responsibility for the agreed upon district core beliefs, vision and priorities

### **Effective trustees are prepared**

- They dedicate the time needed to do the job and do their homework  
They are knowledgeable about trends and emerging issues that impact public education
- They are ‘street wise’ about community and community needs
- They contact the superintendent with questions prior to the board meeting to allow time to research answers

### **Effective trustees understand the importance of manner and behavior**

- They listen respectfully
- When in the minority, they communicate their passion and move in the direction of the majority
- They are patient with one another

## B. Five Board Governance Leadership Responsibilities

1.	<b>Set the direction for the community's schools</b>	<ul style="list-style-type: none"> <li>• Focus on student learning and achievement</li> <li>• Define the mission, vision and core beliefs and ensure these documents are the driving force for all district efforts</li> <li>• Assess needs using established baseline data</li> <li>• Establish district priorities</li> <li>• Align district policies with the established direction</li> </ul>
2.	<b>Establish an effective and efficient structure for the school district</b>	<ul style="list-style-type: none"> <li>• Oversee development and adopt policies</li> <li>• Hire the superintendent</li> <li>• Set policy for hiring personnel and defining expectations for management competency</li> <li>• Set direction for and adopt curriculum</li> <li>• Establish budget priorities, adopt budget and oversee facilities issues</li> <li>• Provide direction for and adopt collective bargaining agreements</li> <li>• Establish governance protocols for board operations</li> </ul>
3.	<b>Provide support through our behavior and actions</b>	<ul style="list-style-type: none"> <li>• Ensure cultural norms support open, respectful communication with administration, one another and the community</li> <li>• Make decisions and provide resources to support mutually agreed upon priorities</li> <li>• Uphold district policies the board has approved</li> <li>• Ensure a positive personnel climate exists</li> <li>• Knowledgeable about district efforts and able to explain them to the public</li> </ul>
4.	<b>Ensure accountability to the public</b>	<ul style="list-style-type: none"> <li>• Evaluate the superintendent</li> <li>• Monitor, review and revise policies</li> <li>• Monitor student achievement and program effectiveness and require program changes as needed</li> <li>• Monitor and adjust district finances</li> <li>• Monitor the collective bargaining process</li> <li>• Serve as a judicial and appeals body</li> </ul>

<b>5. Demonstrate community leadership</b>	<ul style="list-style-type: none"> <li>• Speak with a common voice about district priorities, goals and issues</li> <li>• Communicate clear information about policies, programs and fiscal condition</li> <li>• Educate the community and the media about the issues facing the district and public education</li> <li>• Engage and involve the community in district schools and activities</li> <li>• Advocate for children, district programs and public education to the general public, community leaders and local, state and national leaders</li> </ul>
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### III. CREATING AND SUSTAINING A POSITIVE GOVERNANCE CULTURE

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To be effective, it is vital that the board and superintendent have a respectful and constructive working relationship based on trust and open communications.

#### **Building a Constructive Relationship – Providing Support**

##### ***A. What trustees need from the superintendent to fulfill their responsibilities...***

- Current, timely and comprehensive information.
- Information about other policies and practices that may impact a decision.
- Issues from the school community, with history and background as appropriate.
- Open door for questions to the superintendent and other staff.
- Continue good communication that is direct, open and honest, e.g. board letter and calls.
- Succession planning - awareness of future voids and gaps in staff.
- Staff development and cultivation of our staff to contribute at a higher level.
- Sustainability: to identify and manage resources.
- Create and support good corporate culture, through policy, and practices.
- Trust and respect. A superintendent who is accessible. Comfort to talk honestly.
- Collectively look out for one another.
- Good decision making that combines data and heart.
- Be visible and share responsibility and insights.

##### ***B. What the superintendent needs from trustees to fulfill his/her responsibilities...***

- Continue good communication that is direct, open and honest.
- Provide questions and concerns about information in advance of the board meeting. This practice promotes courtesy and efficiency, and prevents surprises.
- Clear expectations about district direction and priorities. Agreement about outcome measurements.
- Provide resources and support to ensure the superintendent has time to be the leader, to analyze and to think systemically. Provide resources to fill needed staff positions.
- To trust the expertise of the professional staff.
- Collectively look out for one another.
- Provide information and history and background about community issues.
- Be visible and share responsibility and insights.

## IV. STRUCTURE TO FACILITATE GOVERNANCE LEADERSHIP

The following protocols were developed to support and promote the leadership and effectiveness of the governance team. They were developed for and by the members of the Leggett Valley Unified School District Governance team, and may be modified over time as needed.

### Protocols to Facilitate Governance Leadership

Topic I.	Structure of the Board Meeting Agenda
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• Important to the work of the school board is a meeting agenda that is efficient, understandable and clear.</li> <li>• The business of the District will be completed during the time specified or with special meetings as needed.</li> </ul>
<b>Protocol</b>	<ul style="list-style-type: none"> <li>• Board members will ensure that time is spent on the business of the district as well as discussing what is strategically important to the success of the students.</li> <li>• Specific topics may be highlighted such as facilities and the District Leadership Team.</li> <li>• Superintendent or designee will introduce an item: Board will ask clarifying questions; Public comment as described in Topic II will take place; Board will make a motion; Governance team will have discussion; Board will vote.</li> </ul>

Topic II.	Board Member Interaction with the Public at Board Meetings
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• Trustees want to ensure that multiple voices of the community are heard, that community members feel welcome at board meetings and that input is gathered at the appropriate forums.</li> <li>• The process for community input and engagement must be clearly stated and consistently and fairly managed.</li> <li>• Meeting agendas must be thoughtfully planned and time thoughtfully allocated.</li> <li>• Equal treatment fairness.</li> <li>• Speaker cards, e-mail and public comments can result in board direction. Please send email comments to <a href="mailto:ruby@leggett.k12.ca.us">ruby@leggett.k12.ca.us</a> 24 hrs prior to meeting.</li> </ul>
<b>Protocol</b>	<ul style="list-style-type: none"> <li>• The board president will remind the public that board meetings are meetings of the board held in public to conduct the district business.</li> <li>• Public input is valued and can result in board direction.</li> <li>• Guidelines for public input are listed on the meeting agenda and the speaker cards.</li> <li>• The board president will:             <ul style="list-style-type: none"> <li>• Explain the public input process: Individual speakers will have up to five minutes for comments on items ON the agenda with a combined total of fifteen minute per agenda topic;</li> <li>• Speakers can speak at the designated time during the agenda item;</li> <li>• Speakers will have three minutes for comments on items NOT ON the</li> </ul> </li> </ul>

	<p>agenda;</p> <ul style="list-style-type: none"> <li>Facilitate the public input and thank the members of the public for their input/comments.</li> <li>Public input time limits may be extended by rule of the Chair unless a majority of the Board agrees otherwise.</li> <li>Board members will be mindful of the agreed upon board meeting ending time and will remind one another as that time approaches.</li> </ul>
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<b>Topic III.</b>	<b>Confidentiality/Closed Session Practices</b>
<b>Rationale</b>	<ul style="list-style-type: none"> <li>The responsibility of our Board includes being privy to closed session or confidential information about district litigation, personnel, negotiations, superintendent evaluation, or other issues permitted under the Brown Act.</li> </ul>
<b>Protocol</b>	<ul style="list-style-type: none"> <li>All trustees agree that information discussed in closed session is held in confidence until notified that it is no longer a confidential issue.</li> <li>The board will work to maintain the public’s trust by not breaching confidentiality. If trustees inadvertently or accidentally violate a confidential issue, we will take immediate responsibility for our action.</li> <li>The board president summarizes sensitive issues at the end of closed session to remind all members about confidentiality</li> </ul>

<b>Topic IV.</b>	<b>Board Member Meetings with union officials/bargaining team members</b>
<b>Rationale</b>	<ul style="list-style-type: none"> <li>The board’s responsibility is to represent the district’s interest during negotiations. The governance team defines the parameters for negotiations based on district goals and the staff implementation plan. The governance team must preserve and protect the things of greatest importance as we serve the needs of our students and maintain a climate of excellence throughout the district.</li> </ul>
<b>Protocol</b>	<ul style="list-style-type: none"> <li>It is the board’s responsibility to negotiate a fair and equitable contract for the unions and the district. Individual conversations with unions and board members are acceptable and encouraged.</li> <li>When an issue arises requiring multiple conversations with multiple board members, those needs must be agendized as a public forum or in a legally accepted manner.</li> </ul>

<b>Topic V.</b>	<b>Spokesperson</b>
<b>Rationale</b>	<ul style="list-style-type: none"> <li>We believe it is essential that important information be communicated to members of the board, the staff and the community in as timely a fashion as possible.</li> <li>We recognize that some situations have legal or other considerations that may place restrictions on what may be told to the media or public.</li> </ul>

<b>Protocol</b>	<p>The governance team believes it is important that we speak with one voice in order to maintain the trust of our community. The designated spokesperson will vary depending on the issue or situation:</p> <ul style="list-style-type: none"> <li>• <b>Crisis/Disaster:</b> The superintendent will be the primary spokesperson and may involve the board president at his/her discretion.</li> <li>• <b>Meeting Information</b> (e.g. board meetings, agenda items, study sessions): The board president and the superintendent will serve as primary spokespersons.</li> <li>• <b>Core Values /Vision / District Priorities / General District Information :</b> All governance team members may serve as spokespersons utilizing developed and agreed upon key messages.</li> </ul>
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<b>Topic VI.</b>	<b>Visiting Schools</b>
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<b>Rationale</b>	<ul style="list-style-type: none"> <li>• Board members are encouraged to visit all schools and to attend school events.</li> </ul>
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<b>Protocol</b>	<ul style="list-style-type: none"> <li>• Make appointment with principal and copy Superintendent to schedule a school visit.</li> <li>• Principals will inform the Superintendent and their school staff if a Board member is visiting the campus.</li> <li>• Principals may accompany the Board member during the visit.</li> <li>• Principals are encouraged to debrief with the Board member at the end of the visit to put in context what the Board member has observed and answer any questions.</li> </ul>
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<b>Topic VII.</b>	<b>Receiving Community or Staff Concerns and/or Complaints</b>
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<b>Rationale</b>	<ul style="list-style-type: none"> <li>• Board members need to follow an agreed upon protocol when receiving community or staff concerns and/or complaints in order to remain open and neutral.</li> <li>• Board members need to follow the Board’s policy concerning complaints from their community and/or staff that encourages complaints to be resolved at the lowest level.</li> </ul>
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<b>Protocol</b>	<p>When approached with an issue or concern, Trustees agree to the following:</p> <ul style="list-style-type: none"> <li>• Listen openly, being careful to remain neutral.</li> <li>• Remind staff and members of the community that no individual Trustee has the authority to solve the issue or concern.</li> <li>• Encourage the individual to solve the issue or concern with the appropriate staff member.</li> <li>• Respond in person or by phone and follow up with an email when appropriate.</li> <li>• Share with the Superintendent who will share with the remaining Board members, if appropriate.</li> </ul>
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<b>Topic VIII. Requesting Information from Staff</b>	
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• Staff needs to have adequate time to gather information requested by board member.</li> <li>• Staff needs to be focused on agreed upon board goals and district priorities.</li> </ul>
<b>Protocol</b>	<p>Information for the Board meeting or in the Board packet:</p> <ul style="list-style-type: none"> <li>• Call or email the Superintendent or Executive Assistant with cc to Superintendent who will answer or direct to appropriate staff.</li> <li>• Request information 24 hours before the meeting so that staff has an opportunity to get the information.</li> <li>• Staff must meet board packet deadlines so that Board members receive all meeting information in their packets on the Thursday or Friday before the regular board meeting.</li> </ul> <p>Information for items not on the board agenda:</p> <ul style="list-style-type: none"> <li>• Request the information from the Superintendent who will give to appropriate staff.</li> <li>• All Board members will receive the same information, if appropriate.</li> <li>• Board members will self –monitor individual requests to ensure one person’s request will not divert an inappropriate amount of time from staff efforts to achieve district goals.</li> <li>• Requests determined by the Superintendent to require an inordinate amount of time will be brought to the Board to decide whether to support the request.</li> </ul>

<b>Topic IX. Addressing Conflicts Among Board Members</b>	
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• The Board Protocols are developed to support and promote the leadership and effectiveness of the governance team.</li> </ul>
<b>Protocol</b>	<p>If conflicts occur among individual Board members:</p> <ul style="list-style-type: none"> <li>• The Board President will review and remind the Board member(s) about the following Governance Handbook sections: <ul style="list-style-type: none"> <li>II. - Role and Responsibilities – Effective Trustees</li> <li>II.B - Five Board Governance Leadership Responsibilities, #3- Provide support through our behavior and actions</li> </ul> </li> <li>• The Board President will follow-up after the board meeting with the Trustee or Trustees.</li> <li>• If necessary, the Board President may ask for a recess during the meeting.</li> </ul>

<b>Topic X. Welcome New Board Members</b>	
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• New board members will be provided training and support in order to be best prepared for their new role as a LVUSD Trustee</li> </ul>
<b>Protocol</b>	<ul style="list-style-type: none"> <li>• Once elected new Trustees will attend a new Board member orientation to fully understand the roles and responsibilities of a LVUSD Trustee and the more detailed work of the Cabinet which will include information on the Brown Act requirements.</li> <li>• Trustees are encouraged to attend the CSBA training for new Board members and/or the County Office of Education new Board member workshop.</li> </ul>



<b>Topic XI.</b>	<b>Superintendent Performance Evaluation</b>
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• Boards must have agreed upon district vision, core values and priorities in order to effectively evaluate the superintendent.</li> <li>• The evaluation process must be clear and fair. It should be goals based, data driven, collaborative and on going.</li> </ul>
<b>Protocol</b>	<ul style="list-style-type: none"> <li>• The board utilizes the superintendent evaluation as an important leadership tool to focus and align all district efforts.</li> </ul> <p>The evaluation process will follow the timeline listed below:</p> <ul style="list-style-type: none"> <li>• The Board and Superintendent shall annually develop goals and objectives no later than September 15 of each year.</li> <li>• The Board and Superintendent shall agree upon a written evaluation format which shall be used during the Term.</li> <li>• No later than May 31 of each year, the Board and Superintendent will meet to discuss the annual evaluation. After reviewing the performance of the Superintendent based upon the agreed upon goals and objectives established for the school year, the Board shall notify the Superintendent in writing whether the Superintendent has performed, in the Board’s judgment, satisfactorily or unsatisfactorily.</li> </ul>

<b>Topic XII.</b>	<b>Board Governance Self-Assessment</b>
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• Conducting a governance self-evaluation demonstrates accountability to the community and the willingness of the governance team to strengthen and improve governance practices.</li> </ul>
<b>Protocol</b>	<ul style="list-style-type: none"> <li>• The board supports continuous improvement through an evaluation of governance practices and effectiveness.</li> <li>• Annually the board will schedule a conversation/study session meeting to reflect on governance practices and participate in a self-evaluation process.</li> <li>• The process will identify commendations and recommendations for improvement.</li> <li>• The board may identify one or two annual governance goals for strengthening the governance team’s performance.</li> <li>• The Board will conduct a self-assessment in November each year and discuss in January.</li> </ul>

<b>Topic XIII.</b>	<b>Board Annual Election of Officers</b>
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• Board members shall meet annually to elect the officers of the Board and choose a President, Vice-President and Clerk;</li> <li>• Each officer is encouraged to serve for 1 year.</li> </ul>
<b>Protocol</b>	<ul style="list-style-type: none"> <li>• All officers will be nominated and elected by a majority of the Board.</li> <li>• The Board shall designate the Superintendent as Secretary to the Board.</li> </ul>

<b>Topic XIV.</b>	<b>Board Member Request for Agenda Item</b>
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• It is important to be clear about how a Board member requests an agenda item;</li> <li>• Additionally, prior to staff members completing a full analysis of a particular topic, it is important to ensure that the majority of the Board has interest in further study prior to having staff expend time on the matter.</li> </ul>
<b>Protocol</b>	<ul style="list-style-type: none"> <li>• At the end of a Board meeting under agenda planning, the Board President asks if there are any topics for future agendas.</li> <li>• If a Board member requests a topic for a future item, that item is added to a future agenda.</li> </ul>

## *Appendix A*

### EFFECTIVE GOVERNANCE <sup>1</sup>

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*School district governance is the act of transforming the needs, wishes and desires of the community into policies that direct the community's schools.*

As the governance team fulfills responsibilities in the areas of setting direction, human resources, policies, student learning and achievement, finance, judicial appeals, collective bargaining, and community relations and advocacy, the way in which governance team members perform the governance role is critical.

Whether in the boardroom, out in the community or at home, board members are always trustees for the district. The integrity of the school district's educational program is dependent upon the responsible and professional manner in which each board member, and the board collectively, fulfills governance roles and responsibilities with the superintendent. The demeanor of governance team members sends an important message to the public.

Utilizing effective governance techniques, private citizens, once elected to school boards, work with the superintendent to keep all district efforts focused on student learning. Effective governance tenets encompass the basic characteristics and behaviors that enable governance team members to effectively create a climate for excellence in a school district.

The community elects school board members to set and monitor the direction of the school district, and the district superintendent will translate all efforts into action. It is therefore vital that the board and superintendent have a respectful and productive working relationship based on trust and open communications.

Working as a group, board members and the superintendent leverage the efforts of the professional staff by setting a direction for the district reflective of the community's wishes for its children, by creating a supportive framework for action in the district, by holding the system accountable through mutually agreed upon mechanisms, by providing support to students and staff through behaviors and actions, and by demonstrating community leadership on behalf of children, district schools and public education. When this is done effectively, the chances of a climate for excellence being created in which students thrive increases dramatically.

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<sup>1</sup> Source: California School Boards Association

## Appendix B

### EFFECTIVE GOVERNANCE TEAMS<sup>2</sup>

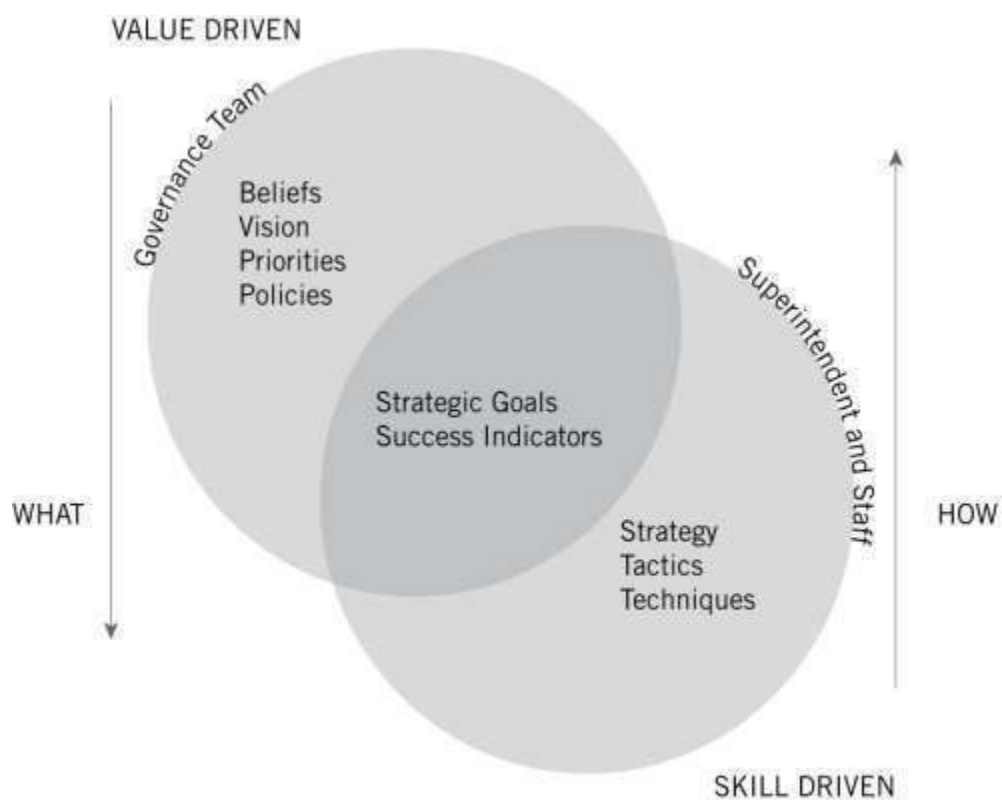
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*Effective teams value and respect their essential roles, reach mutual agreement on the roles of the board and superintendent, and strive to operate within them.*

Boards and superintendents work together to ensure a district has effective leadership. There are important distinctions to be made between the board's role and that of the superintendent and staff. The role of the school board is not to run the schools, but to see that the schools are well run.

### UNDERSTANDING GOVERNANCE ROLES

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<sup>2</sup> Source: California School Boards Association





Checks Dated 10/01/2020 through 10/30/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
798097	10/01/2020	GEORGE, JULIA A	01-4300	AIR PURIFIERS WG	239.88	
			01-4400	AIR PURIFIERS WG	876.00	1,115.88
798098	10/01/2020	CENTRAL RESTAURANT PRODUCTS	13-4300	CAFETERIA SUPPLIES	416.88	
				FOOD SCALES	52.04	468.92
798099	10/01/2020	HUMBOLDT BAY PACKERS	13-4700	CAFETERIA		597.86
798100	10/01/2020	MENDES SUPPLY CO	01-4300	CUSTODIAL SUPPLIES		141.90
798101	10/01/2020	P G & E	01-5510	ELECTRICAL SERVICE		1,511.71
798102	10/01/2020	SONOMA COUNTY OFFICE OF ED LEGAL SERVICES	01-5802	MANDATED LEGAL SERVICES		1,638.00
798103	10/01/2020	SOUTHERN HUMBOLDT UNIFIED	01-5800	BUS REPAIR		562.50
798104	10/01/2020	VOCALITY COMMUNITY CU	01-4300	BATTERIES FOR HAND SANITIZERS	215.14	
				CLASSROOM FUNDS M.C.	204.96	
				LABOR LAW POSTERS	172.00	
				THERAPLATFORM SUBSCRIPTION	468.00	
				USB SD CARD READER	35.67	
				WATER FILTERS	77.21	
				WHITE BOARD	155.44	
			01-5800	ADOBE PHOTOSHOP	49.95	
				WEBSITE	26.00	
			12-4300	PRESCHOOL SUPPLIES	274.21	
			13-4300	CAFETERIA	822.01	
				Unpaid Sales Tax	1.59	2,502.18
798498	10/08/2020	ACSIG/EDGE DENTAL	76-9522	DENTAL PREMIUMS		3,848.00
798499	10/08/2020	AMERIGAS-REDWAY	01-5520	PROPANE W.G.		467.13
798500	10/08/2020	FILTRATION TECHNOLOGY INC	01-4300	WATER FILTERS		771.06
798501	10/08/2020	FRONTIER COMMUNICATIONS	01-5903	PHONE SERVICE		64.57
798502	10/08/2020	HUMBOLDT BAY PACKERS	13-4700	CAFETERIA		550.16
798503	10/08/2020	HUMBOLDT TERMITE & PEST INC	01-5800	PEST CONTROL		225.00
798504	10/08/2020	LAKESHORE LEARNING MATERIALS	01-4300	SAND TIMERS SPED		73.70
798505	10/08/2020	M C O E	01-4300	PPE HANDSFREE DISPENSERS		11,373.28
798506	10/08/2020	MENDES SUPPLY CO	01-4300	DISINFECTANT SPRAY	206.06	
				DISINFECTING CLEANER AND WIPES	95.88	
				DISINFECTING WIPES WG	142.90	444.84
798507	10/08/2020	QUILL CORP.	01-4300	ELEM CLASS COVID SUPPLIES		15.88
798508	10/08/2020	REDWOOD FARM AND GARDEN	01-4300	FRONT OFFICE BARRIER PROJECT		4.09
798509	10/08/2020	SCHOOL DATEBOOKS	01-4300	STUDENT PLANNERS LV		195.21
798510	10/08/2020	SOLID WASTE OF WILLITS	01-5540	WASTE DISPOSAL		339.43
798511	10/08/2020	US BANK	01-5600	COPIER LEASES		230.65

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

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Checks Dated 10/01/2020 through 10/30/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
798949	10/15/2020	HUMBOLDT BAY PACKERS	13-4300	FOOD AND FOOD PREP ITEMS	16.29	
			13-4700	FOOD AND FOOD PREP ITEMS	490.72	507.01
798950	10/15/2020	LEGGETT GAS	01-4361	FUEL FOR MOWER	17.20	
				FUEL FOR VAN #2	168.60	185.80
798951	10/15/2020	QUILL CORP.	01-4300	COPY PAPER, PENS, ENVELOPES,		152.83
798952	10/15/2020	REDWAY TRUE VALUE	01-4300	DISTILLED WATER, VINEGAR, PINE SOL		35.21
798953	10/15/2020	SWRCB ACCOUNTING OFFICE ATTN D RINKING WATER PROGRAM FEES	01-5800	ANNUAL FEE STATE WATER BOARD		555.00
798954	10/15/2020	US CELLULAR	01-5901	STUDENT HOT SPOT		3,262.15
799346	10/22/2020	ALLEN, JEFF	01-5200	MILEAGE WATER SAMPLES		30.13
799347	10/22/2020	BRADLEY, MELISSA	01-4300	STUDENT HALLOWEEN TREATS		113.82
799348	10/22/2020	A - Z EYE CARE	Cancelled	EXAM AND REFRACTION		160.00 *
		Cancelled on 10/29/2020, Cancel Register # 525410				
799349	10/22/2020	AMPLIFY	01-4100	SCIENCE PROGRAM		6,713.42
799350	10/22/2020	FRONTIER COMMUNICATIONS	01-5903	PHONE SERVICE		126.46
799351	10/22/2020	HUMBOLDT BAY PACKERS	13-4700	FOOD AND FOOD PREP ITEMS		631.44
799352	10/22/2020	HUMBOLDT TERMITE & PEST INC	01-5800	BI MONTHLY PEST CONTROL		295.00
799353	10/22/2020	P G & E	01-5510	ELECTRICAL SERVICE		25.76
799354	10/22/2020	PLEASANT VIEW DAIRY	13-4700	DAIRY PRODUCTS		1,541.88
799355	10/22/2020	RECOLOGY EEL RIVER	01-5540	WASTE REMOVAL W.G.		78.32
799915	10/29/2020	EMERALD TECHNOLOGIES	01-4300	ETHERNET CABLES	103.44	
			01-5800	SEPTEMBER 2020	828.00	931.44
799916	10/29/2020	HUMBOLDT BAY PACKERS	13-4300	FOOD AND FOOD PREP ITEMS	63.14	
			13-4700	FOOD AND FOOD PREP ITEMS	877.81	940.95
799917	10/29/2020	HUMBOLDT TERMITE & PEST INC	01-5800	PEST CONTROL		225.00
799918	10/29/2020	MENDES SUPPLY CO	01-4300	DISENFECTING CLEANER	40.00	
				DISENFECTING WIPES AND RAGS	50.35	
				FOOD CONTAINER, DISENFECTING PRODUCTS, TRASH BAGS	109.80	
			13-4300	BAGS, FOOD CONTAINERS, FILM WRAP	307.60	
				DELI CONTAINERS AND LIDS	178.33	686.08
799919	10/29/2020	NORTH COAST LABORATORIES LTD.	01-5530	WATER TESTING		120.00
799920	10/29/2020	P G & E	01-5510	ELECTRICAL SERVICE		1,551.87
799921	10/29/2020	QUILL CORP.	01-4300	COPY PAPER, PENS, ENVELOPES,	15.61	
				MINILLA ENVELOPES FOR STUDENT HOMEWORK PKGS	142.60	158.21
799922	10/29/2020	US BANK	01-5600	COPIER LEASES		293.21

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

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Checks Dated 10/01/2020 through 10/30/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
<b>Total Number of Checks</b>					46	<u>46,462.94</u>

	Count	Amount
Cancel	1	160.00
Net Issue		<u>46,302.94</u>

Fund Summary

Fund	Description	Check Count
01	GENERAL FUND	37
12	CHILD DEVELOPMENT	1
13	CAFETERIA SPECIAL REVEN	9
76	WARRANT/PASS-THROUGH	1
Total Number of Checks		45
Less Unpaid Sales Tax Liability		.
<b>Net (Check Amount)</b>		.

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

ESCAPE ONLINE



**LEGGETT VALLEY UNIFIED SCHOOL DISTRICT  
OFFICE OF THE SUPERINTENDENT**

TO: Board of Trustees  
 FROM: Anthony Loumena  
 DATE: November 18, 2020  
 RE: Enrollment Update Month 2 (August 17, 2020 – October 9, 2020)

<b>Leggett Valley Elementary (K-8)</b>				
1 <sup>st</sup> Day of School: August 18, 2020 <b>Students Enrolled: 60</b>	October 9, 2020 <b>Students Enrolled: 60</b>		October 11, 2019 <b>Students Enrolled: 66</b>	
Attendance Rate 08/18/2020 <b>100%</b>	Attendance Rate 10/09/2020 <b>95%</b>	ADA 10/09/2020 <b>57.09</b>	Attendance Rate 10/11/2019 <b>97%</b>	ADA 10/11/2019 <b>63.85</b>

<b>Leggett Valley High School</b>				
1 <sup>st</sup> Day of School: August 18, 2020 <b>Students Enrolled: 23</b>	October 9, 2020 <b>Students Enrolled: 23</b>		October 11, 2019 <b>Students Enrolled: 18</b>	
Attendance Rate 08/18/2020 <b>100%</b>	Attendance Rate 10/09/2020 <b>96%</b>	ADA 10/09/2020 <b>21.91</b>	Attendance Rate 10/11/2019 <b>96%</b>	ADA 10/11/2019 <b>16.81</b>

<b>Whale Gulch Elementary (K-8)</b>				
1 <sup>st</sup> Day of School: August 17, 2020 <b>Students Enrolled: 32</b>	October 8, 2020 <b>Students Enrolled: 32</b>		October 10, 2019 <b>Students Enrolled: 35</b>	
Attendance Rate 08/17/2020 <b>100%</b>	Attendance Rate 10/08/2020 <b>99%</b>	ADA 10/08/2020 <b>31.66</b>	Attendance Rate 10/10/2019 <b>92%</b>	ADA 10/10/2019 <b>31.42</b>

<b>Whale Gulch High School</b>				
1 <sup>st</sup> Day of School: August 17, 2020 <b>Students Enrolled: 21</b>	October 8, 2020 <b>Students Enrolled: 18</b>		November 7, 2019 <b>Students Enrolled: 12</b>	
Attendance Rate 08/17/2020 <b>100%</b>	Attendance Rate 10/08/2020 <b>98%</b>	ADA 10/08/2020 <b>19.82</b>	Attendance Rate 10/10/2019 <b>97%</b>	ADA 10/10/2019 <b>9.37</b>

**Total District Enrollment as of 10/09/2020: 133 Students**

**LEGGETT VALLEY UNIFIED SCHOOL DISTRICT  
OFFICE OF THE SUPERINTENDENT**

TO: Board of Trustees  
 FROM: Anthony Loumena  
 DATE: November 18, 2020  
 RE: Enrollment Update Month 3 (August 17, 2020 – November 6, 2020)

<b>Leggett Valley Elementary (K-8)</b>				
1 <sup>st</sup> Day of School: August 18, 2020 <b>Students Enrolled: 60</b>	November 6, 2020 <b>Students Enrolled: 60</b>		November 8, 2019 <b>Students Enrolled: 65</b>	
Attendance Rate 08/18/2020 <b>100%</b>	Attendance Rate 11/06/2020 <b>95%</b>	ADA 11/06/2020 <b>56.58</b>	Attendance Rate 11/08/2019 <b>97%</b>	ADA 11/08/2019 <b>63.14</b>

<b>Leggett Valley High School</b>				
1 <sup>st</sup> Day of School: August 18, 2020 <b>Students Enrolled: 23</b>	November 6, 2020 <b>Students Enrolled: 23</b>		November 8, 2019 <b>Students Enrolled: 20</b>	
Attendance Rate 08/18/2020 <b>100%</b>	Attendance Rate 11/06/2020 <b>96%</b>	ADA 11/06/2020 <b>22.09</b>	Attendance Rate 11/08/2019 <b>96%</b>	ADA 11/08/2019 <b>16.89</b>

<b>Whale Gulch Elementary (K-8)</b>				
1 <sup>st</sup> Day of School: August 17, 2020 <b>Students Enrolled: 32</b>	November 5, 2020 <b>Students Enrolled: 32</b>		November 7, 2019 <b>Students Enrolled: 34</b>	
Attendance Rate 08/17/2020 <b>100%</b>	Attendance Rate 11/05/2020 100%	ADA 11/05/2020 31.75	Attendance Rate 11/07/2019 <b>95%</b>	ADA 11/07/2019 <b>31.37</b>

<b>Whale Gulch High School</b>				
1 <sup>st</sup> Day of School: August 17, 2020 <b>Students Enrolled: 21</b>	November 5, 2020 <b>Students Enrolled: 18</b>		November 7, 2019 <b>Students Enrolled: 13</b>	
Attendance Rate 08/17/2020 <b>100%</b>	Attendance Rate 11/05/2020 99%	ADA 11/05/2020 19.21	Attendance Rate 11/07/2019 <b>96%</b>	ADA 11/07/2019 <b>12.64</b>

**Total District Enrollment as of 10/09/2020: 130 Students**





# LEGGETT VALLEY UNIFIED SCHOOL DISTRICT

P.O. BOX 186, 1 SCHOOL WAY, LEGGETT, CA 95585  
 VOICE: (707) 925-6285 FAX: (707) 925-6396  
<http://leggett.k12.ca.us>  
 ANTHONY LOUMENA, SUPERINTENDENT/PRINCIPAL



**LVUSD BOARD OF TRUSTEES  
 REGULAR MEETING  
 WEDNESDAY, OCTOBER 14, 2020  
 4:00 OPEN SESSION**

**Via Zoom**

**To attend the meeting, please follow the link**

Join Zoom Meeting

<https://us02web.zoom.us/j/85772283564?pwd=K3VYd3hScDlTb2JCOVc2MTE1bFRyQT09>

Meeting ID: 857 7228 3564

Pass code: 755945

**MINUTES**

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

*Present: Brandie Enright, Jennifer Parent, and Jessica Roemer Absent: Marcus Green, Peter Stuth*

1. The meeting was called to order at 4:20 by Jessica Roemer Board Clerk
2. **Agenda Approval**  
 MSP **Brandie Enright/Jennifer Parent** to approve the Agenda
 

Ayes	<u>3</u>
Noes	<u>0</u>
Abstain	<u>0</u>
Absent	<u>2</u>

No public comments were on the agenda but comments were opened for the public. There were no public comments.
3. **Communications/Reports:**
  - a. District/Leggett- A written report was presented to the Board.
  - b. Whale Gulch- A written report was presented to the Board.
  - c. Business Manager- A written report was presented to the Board.
  - d. Transportation Update- A written report was presented to the Board.
  - e. CTA Report- They had nothing to report.
  - f. CSEA Report- They had nothing to report.
4. **Discussion Item**
  - a. Election Update- Mr. Loumena gave a brief update. Ithica Moore will become a Board member in December.
  - b. Date of November 2020 Board Meeting. The Board scheduled the November meeting for November 18 at 4:00 p.m.
5. **Action Items**
  - a. **Consideration/Approval of Tool for Superintendent Evaluation/Goals 2020/2021**  
 MSP **Brandie Enright/Jennifer Parent** to approve the Tool for Superintendent Evaluation/Goals 2020/2021 with changes.
 

Ayes	<u>3</u>
Noes	<u>0</u>
Abstain	<u>0</u>
Absent	<u>2</u>
  - b. **Consideration/Approval of Leggett Valley Unified School Board Governance Handbook. Tabled**

**c. Consideration/Approval of the Consent Agenda**

**MSP Jennifer Parent/Brandie Enright** to approve the Consent Agenda

Ayes 3

Noes 0

Abstain 0

Absent 2

- (1) Consent Warrants Batches: September, 2020
- (2) Employee Ration Worksheet
- (3) Williams Complaint Form 1<sup>st</sup> Quarter
- (4) Enrollment Update Month 1 (Aug 25-Sept 11)
- (5) Minutes from Sept 9, 2020; Regular Meeting
- (6) Minutes from Sept 16,2020; Regular Meeting

**6. Review Agenda for Next Regular Meeting:**

- Governance Handbook
- Set time for the Annual Organizational Meeting in December.

**7. Date and Location of Next Regular Meeting: November 18, 4:00 via Zoom**

**8. Comments:**

**a. Superintendent:**

We will begin preparing for students to return this year.

**b. Board**

The Board thanked everyone for attending.

**The meeting adjourned at 5:05 p.m. by Board Clerk Jessica Roemer.**