

**LINCOLN UNION SCHOOL DISTRICT  
BOARD OF TRUSTEES  
1300 Hicks Valley Road, Petaluma, CA 94952**

The September 1, 2020 Lincoln Union School District Board Meeting will be held via Zoom.

Join Zoom Meeting

<https://us02web.zoom.us/j/7111662431>

**\*SPECIAL MEETING\*  
Tuesday, September 1, 2020  
3:30 p.m.**

1. Call to Order.....Action
2. Roll Call.....Action
3. Approval and Adoption of Agenda.....Action

**PUBLIC COMMENT**

4. Public Forum - non-confidential matters only.....Info  
This is an opportunity for the public to direct questions or comments related to school business to the Governing Board concerning matters not on the agenda.

**ACTION ITEMS**

5. Interdistrict Transfer Agreements.....Action  
Requests for Interdistrict Transfers to Lincoln Union School District will be reported for Governing Board action.
6. Public Hearing on the Reorganization of the Lincoln Union School District.....Action  
A Public Hearing will be held to discuss the reorganization of the Lincoln Union School District.
7. Public Hearing on the Learning Continuity and Attendance Plan (LECAP).....Action  
A Public Hearing will be held to discuss the Learning Continuity and Attendance Plan (LECAP).
8. Reopening of School and Waiver Update.....Discussion  
The Board will discuss reopening school activities and the waiver application to the Marin County Public Health Office.
9. Other Business.....Info
10. Adjournment.....Action

**The next regular Board Meeting will be held on  
Tuesday, September 8, 2020**

# Laguna Joint & Lincoln Union School Districts

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PUBLIC HEARING ON  
PROPOSED  
REORGANIZATION  
SEPTEMBER 1, 2020



Laguna Joint School District \* 2657 Chileno Valley Road \* Petaluma CA 94952

Summer, 2020

Dear Residents of the Laguna Joint School District,

After 114 years of providing quality education to generations of Chileno Valley area children, Laguna School is facing a difficult decision. For the last decade, declining enrollment has been affecting schools throughout California. That, coupled with very high special education costs, has depleted the school's financial reserves such that Laguna will be unable to continue operation after the 2020-2021 school year. Your school board has made repeated efforts to increase enrollment by attracting out-of-district students to improve our ADA (Average Daily Attendance) funding. Unfortunately, this effort has not produced results that will reverse the trend.

# Lincoln School

ONE ROOM SCHOOLHOUSE

1300 Hicks Valley Rd.  
Petaluma, CA 94952-9407  
(707) 763-0045 phone  
[Info@lincoln-unionschool.org](mailto:Info@lincoln-unionschool.org)  
[Lincoln-unionschool.org](http://Lincoln-unionschool.org)



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July 31, 2020

To Residents of the Lincoln Union School District,

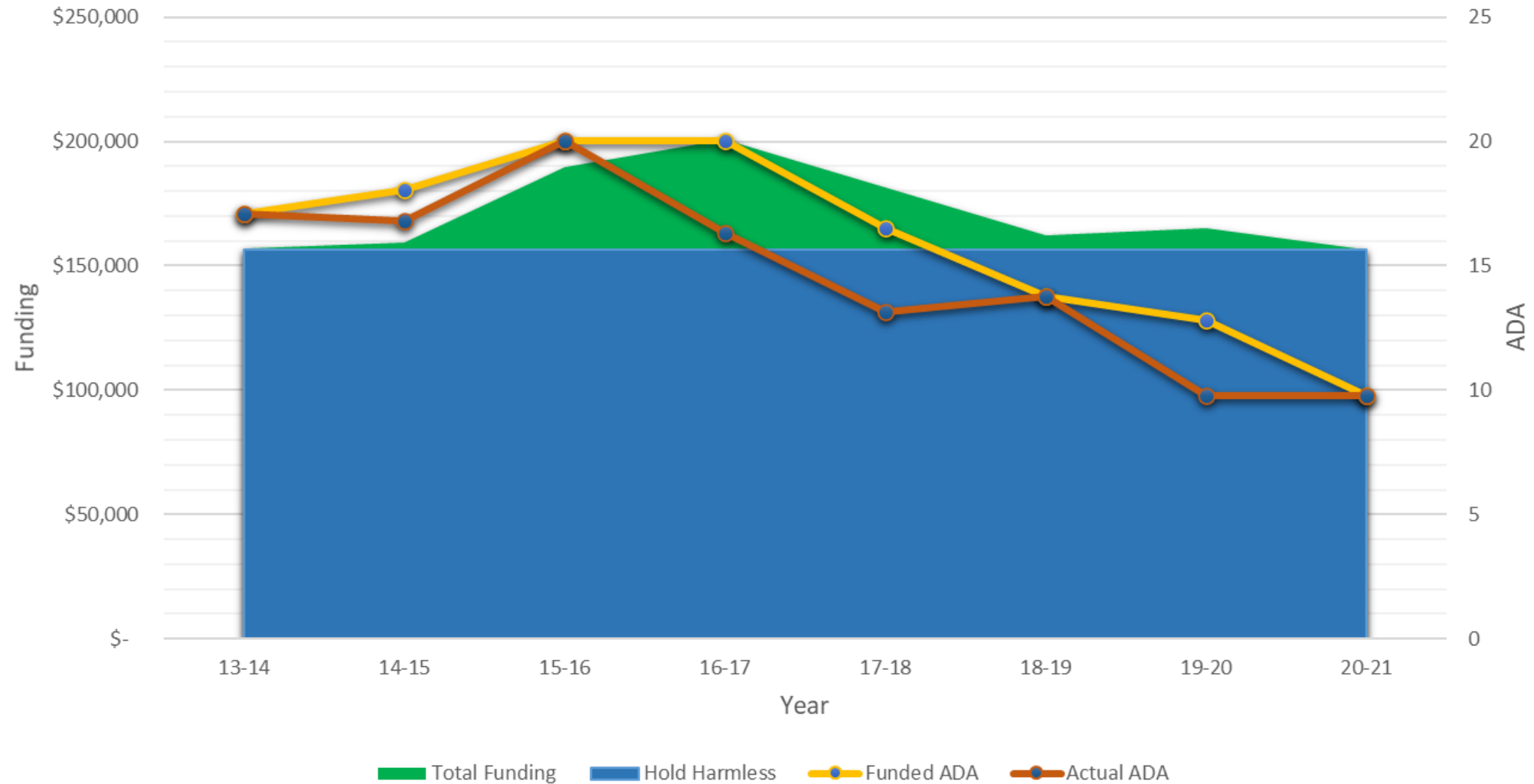
Lincoln Union School District is facing a difficult decision. For the last decade, declining enrollment has been affecting schools throughout California. Our Board and Staff have made a concerted effort over the past two years to attract additional students, with minimal success. The Board of Trustees has made repeated efforts to increase enrollment by attracting students to improve our Average Daily Attendance (ADA). This included a major upgrading of the facility and conducting a concentrated marketing effort. Unfortunately, this effort has not produced results that will reverse the trend. That, along with the State of California Office of Education's decision to not increase our revenue beyond that provided in 2012/2013 makes it impossible to continue operation after the 2020-2021 school year. Our District has been fiscally responsible over the past several years which has resulted in a more than sufficient reserve, but our student enrollment is not sufficient, by state codes, to keep the school open beyond the 2020/2021 school year.

# Letters to the Community

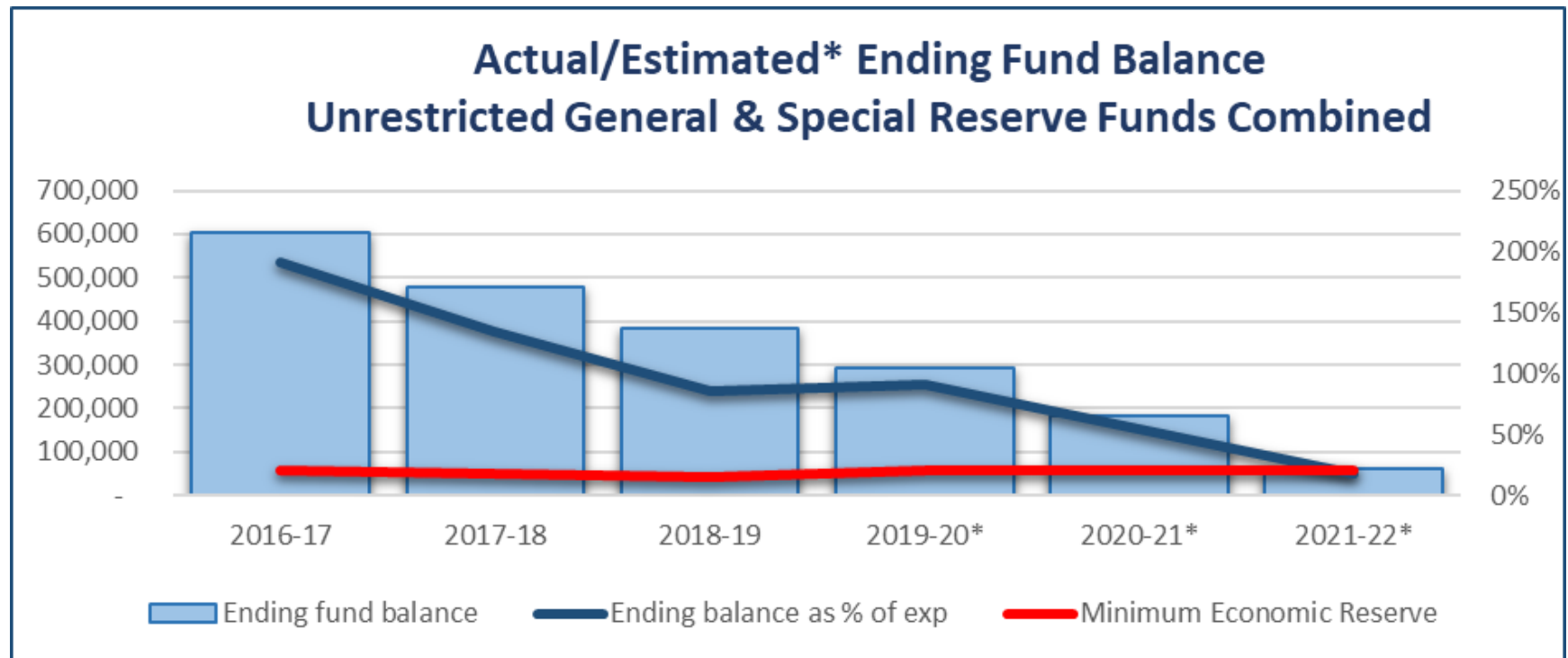
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As a result, your school board is exploring the idea of a merger to create a single school district. This plan would allow both schools to remain open and continue to serve the needs of both groups of students. Our two (2) districts do not presently have any Bonding, Parcel Taxes or other forms of taxation and this merger will not affect that status.

## LAGUNA JOINT SCHOOL DISTRICT LCFF Funding and ADA

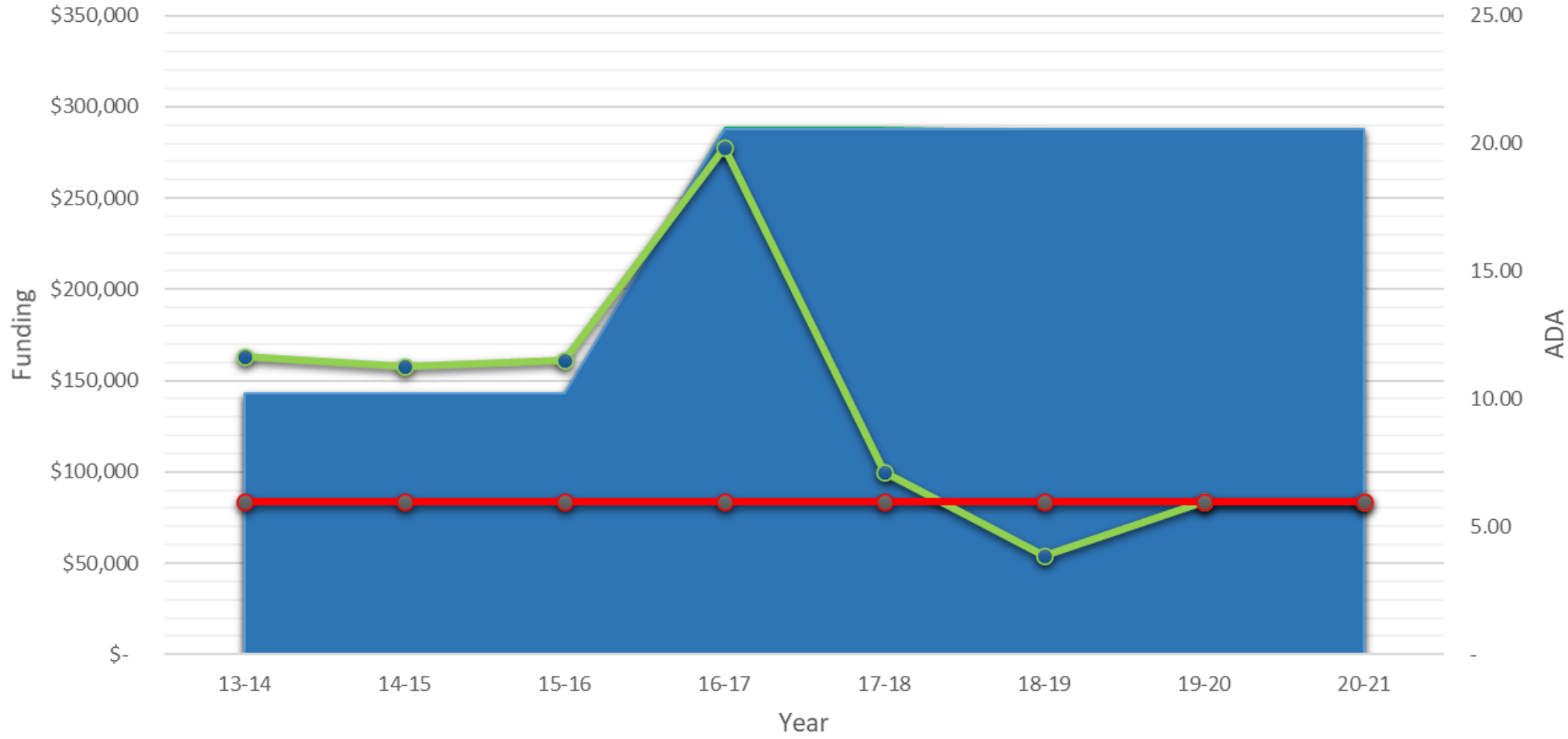


# Laguna Joint School District Reserves



# LINCOLN UNION SCHOOL DISTRICT

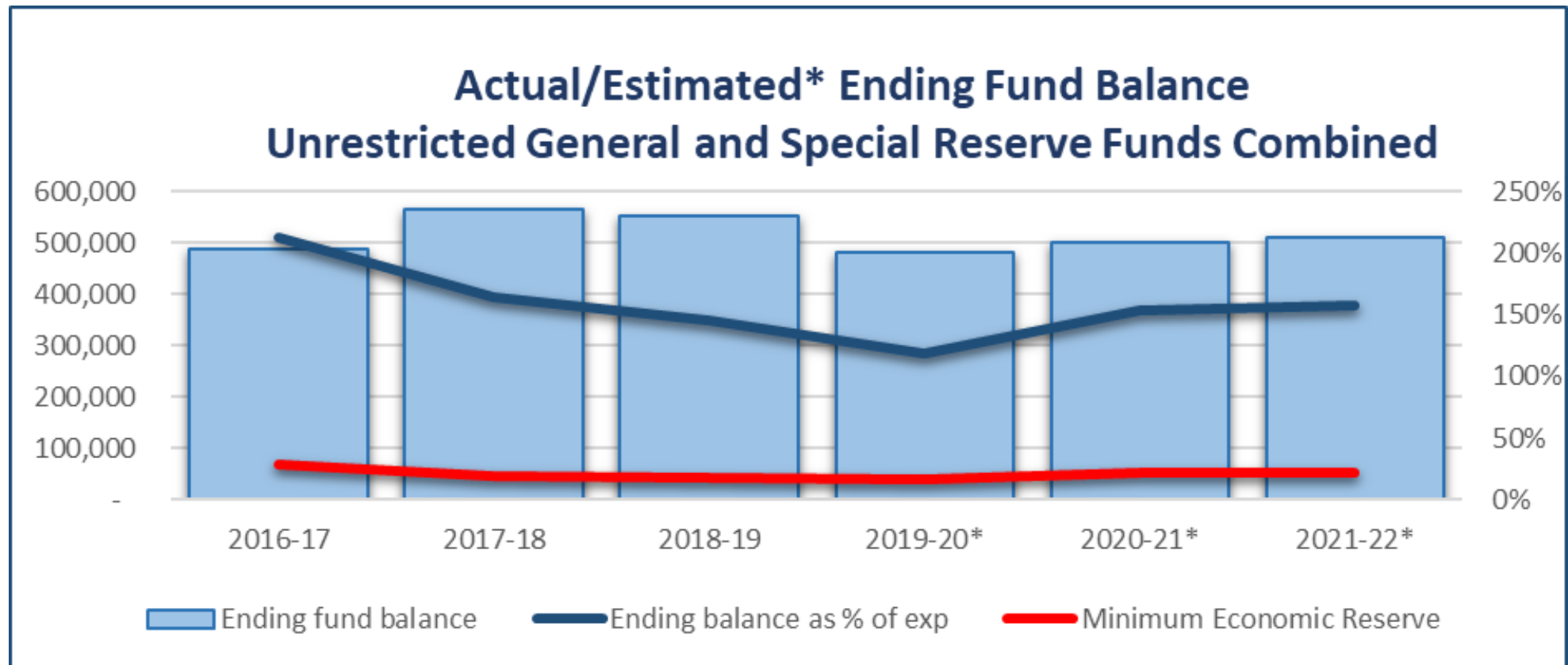
## LCFF Funding and ADA



Total Funding   Hold Harmless   Actual ADA   Minimum ADA



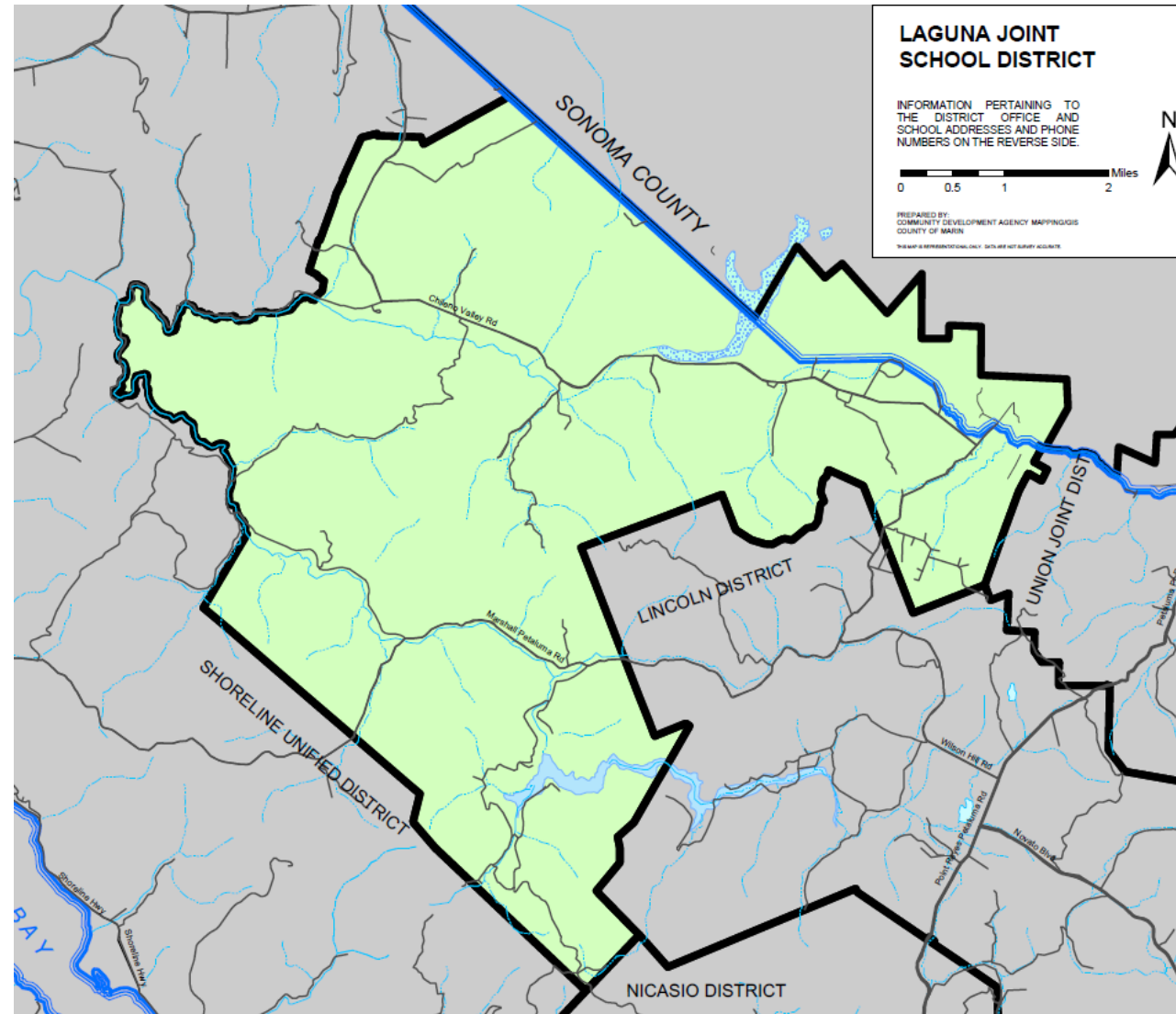
# Lincoln Union School District Reserves

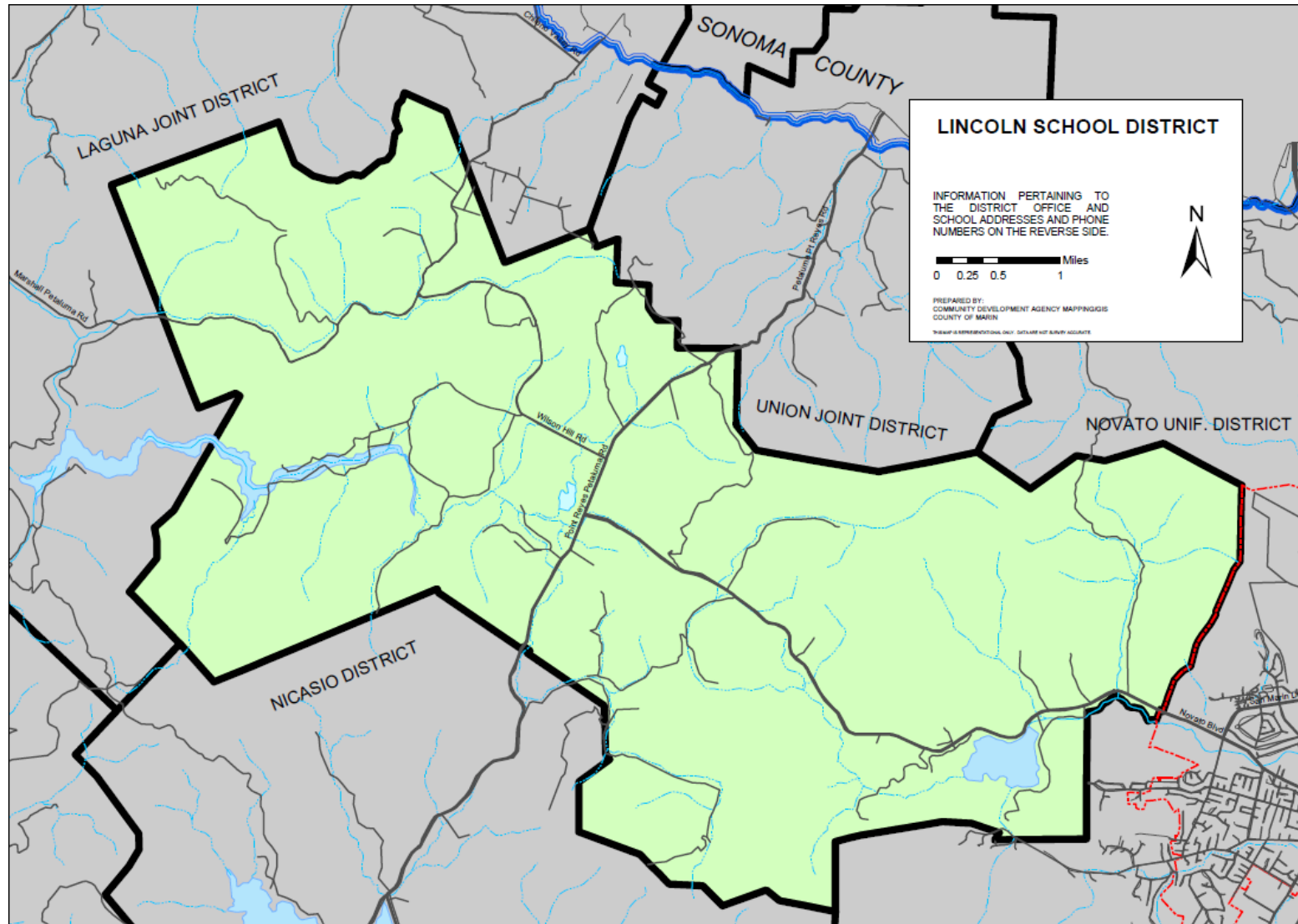


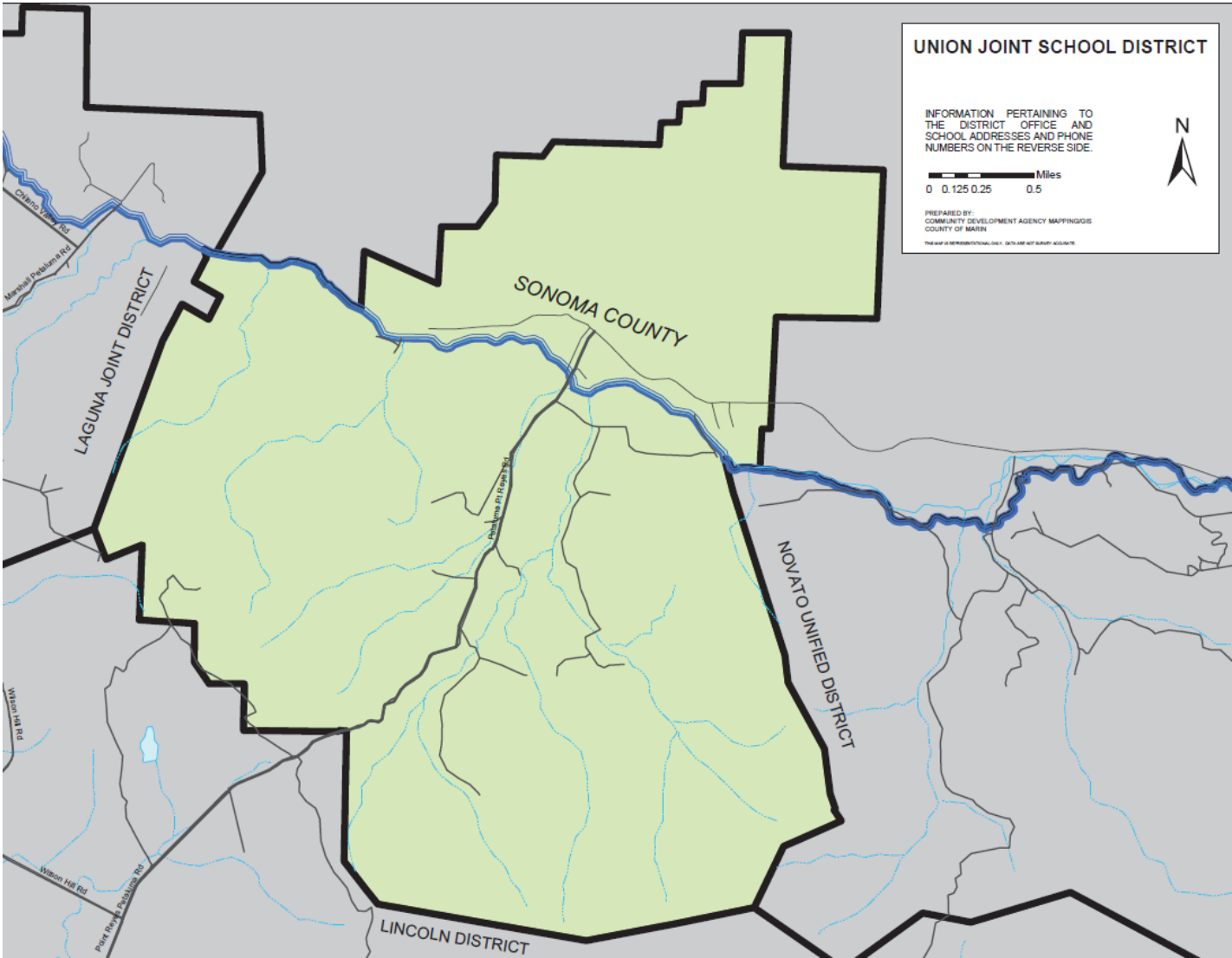
# Operating two schools after reorganization

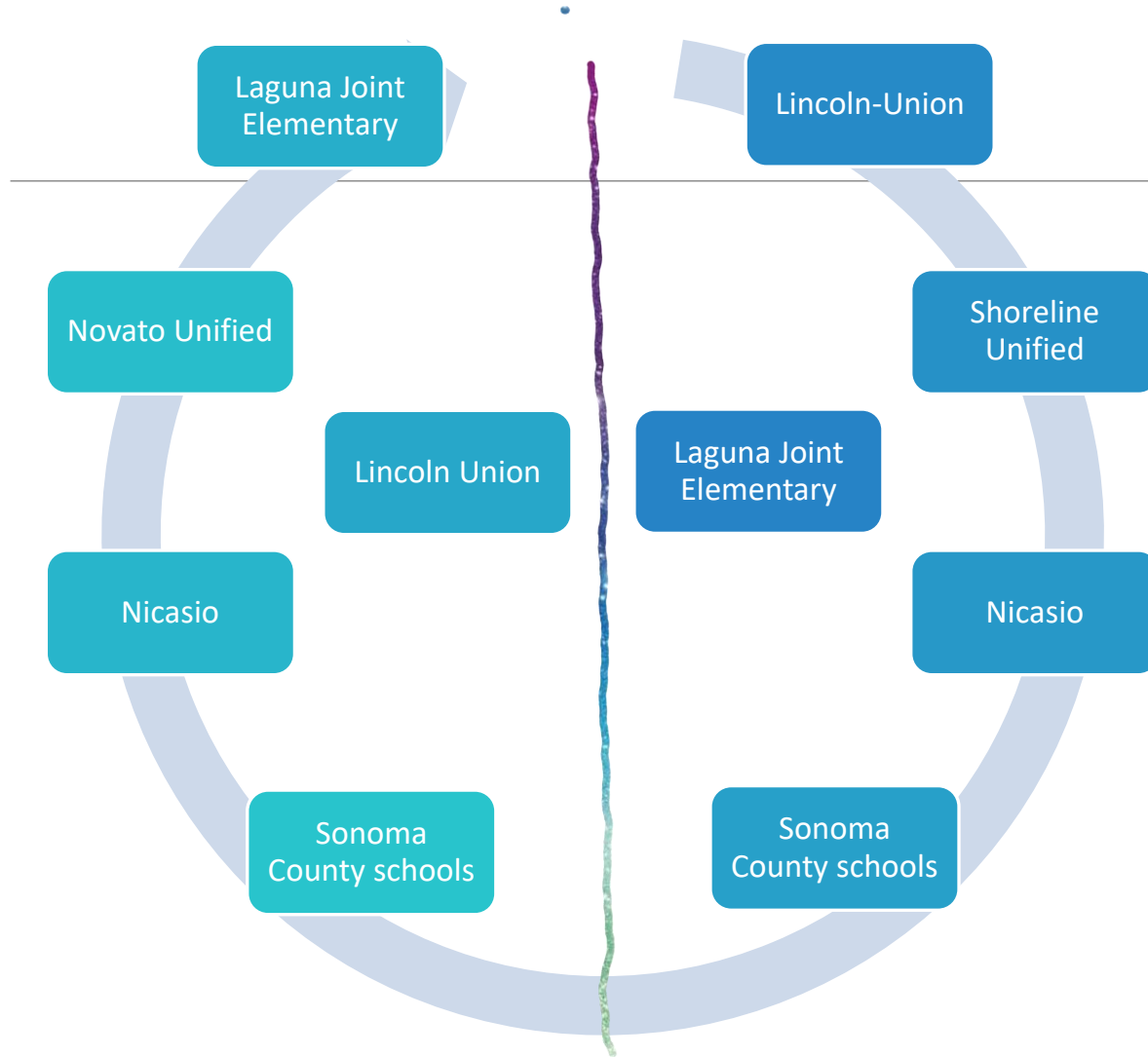
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|                        | Laguna   | Lincoln Union | Total    | Reorg Changes | Reorganized District |
|------------------------|----------|---------------|----------|---------------|----------------------|
| Revenue                | 208,231  | 317,295       | 525,526  | (17,885)      | 507,641              |
|                        |          |               |          |               |                      |
| Operating 2 Schools    |          |               |          |               |                      |
| Teacher/Aide each site | 169,447  | 171,174       | 340,621  | -             | 340,621              |
| Other Costs            | 132,416  | 102,203       | 234,619  | (34,000)      | 200,619              |
| Total Expenditures     | 301,863  | 273,377       | 575,240  | (34,000)      | 541,240              |
|                        |          |               |          |               |                      |
| Surplus/(Deficit)      | (93,632) | 43,918        | (49,714) | 16,115        | (33,599)             |









# Contiguous Districts

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| District          | GO Bond | Parcel Tax |
|-------------------|---------|------------|
| Laguna Joint      | None    | None       |
| Lincoln           | None    | None       |
| Novato Unified    | ✓       | \$ 251.00  |
| Shoreline Unified | ✓       | \$ 212.16  |
| Nicasio           | ✓       | \$ 664.80  |
| Sonoma Co Schools | ✓       | ✓          |

# General Obligation Bonds & Parcel Taxes

**Laguna Joint / Lincoln Union Reorganization TimeLine and Benchmarks - revised 8-26-2020**

| February 11, 2020  | March 17, 2020  | April 9, 2020   | April 21, 2020  | July 14, 2020  | Summer 2020  |
|--|---|---|---|--|--|
| <p><u>Joint Board Meeting</u></p> <p>Discussion of Conditions at each district<br/>Action taken to appoint Dan Hess to reorganization committee by Laguna Board</p> <p><u>Resources Provided</u></p> <p>Fiscal Analysis of alternate operating models including Background conditions for each district and Budget &amp; MYP Scenarios</p> | <p><u>Board Meetings</u></p> <p><u>Lincoln-Union</u><br/>Action taken to appoint Jim Grossi to the reorganization committee. 2nd Interim budget approved P2 ADA &lt; six (6)</p> <p><u>Laguna Joint</u><br/>Action taken to approve second interim budget with quaified certification</p> | <p><u>Reorganization Committee Meeting</u></p> <p>Discussion of various ways in which reorganization can be effected, options available and timeline for action</p> <p><u>Resources Provided</u></p> <p>1-Reorganization flowcharts prepared for Union's reorganization.<br/>2-Reorganization Handbook<br/>3-Reorganization in more than one county<br/>4-Effects of school district reorganization</p> | <p><u>Board meetings</u></p> <p>1- Report to full boards on reorganization processes<br/>2. Board Action to set next joint board meeting</p> <p><u>Resources Provided</u></p> <p>1-Petition process &amp; flowchart<br/>2-Lapsation process<br/>3-Timeline and benchmarks<br/>4-Staff support</p> | <p><u>Joint Board Meeting</u></p> <p>1-Report to full boards on State budget<br/>2- Report to full boards on reorganization processes<br/>3 -Board action to give re-org committee and staff direction</p> | <p>Board letters inviting the community to attend a public hearing on a potential reorganization prepared and mailed to all households in both Districts</p> |



**Laguna Joint / Lincoln Union Reorganization Timeline and Benchmarks - revised 8-26-2020**

| September 2020  | October 2020  | JANUARY 2021   | FEBRUARY 2021  | MARCH 2021   | MAY 2021   | PROPOSED JULY 2021   |
|---|---|--|--|--|--|--|
| <p><b>Sept 1, 2020<br/>PUBLIC<br/>HEARINGS</b></p> <p>To take public input on proposed reorganization from members of each district's community</p> | <p><u>Reorganization Committee Meeting</u></p> <p>Conduct community outreach to guide recommendations to board on the reorganization plan</p> | <p><u>Joint Board meeting</u></p> <p>To form the reorganization plan:<br/>a) Board membership<br/>b) Board policies<br/>c) Staff/salary considerations<br/>d) Land, building &amp; equipment considerations<br/>e) Joint Powers Agreements<br/>f) Outstanding liabilities<br/>g) Records</p> | <p><b>PUBLIC<br/>HEARINGS</b></p> <p>To take public input on the reorganization plan from members of each district's community</p> | <p><u>Board Meetings</u></p> <p>Each Board to consider adoption of a Reorganization Plan by resolution</p> | <p><u>CCSDO</u></p> <p>Public Hearing on proposed lapsation reorganization</p> | <p>Districts are reorganized into a single district operating two schools serving a minimum combined total of at least six (6) ADA in grades 1-6</p> |
| <p><u>Sept 8, 2020<br/>Board Meetings</u></p> <p>Each Board to consider approval of a Resolution of Intent to Reorganize</p>                        | <p><u>Joint Board meeting</u></p> <p>To obtain information regarding board membership in a reorganized district</p>                           |  |  |  |  |  |

# Resolution of intent to reorganize

To be considered at public board  
meetings scheduled for

September 8, 2020

WHEREAS, the Lincoln Union School District (Lincoln Union) and the Laguna Joint School District (Laguna) are both one-room school houses that have been operating since the 19th century serving students in West Marin; and

WHEREAS, Lincoln Union and Laguna share a long history of collaboration; and

WHEREAS, Lincoln Union shares a territory boundary with Laguna; and

WHEREAS, a reorganization of Lincoln Union with Laguna would allow the two districts to pool resources and preserve the historic local option of the one-room school house; and

WHEREAS, Laguna and Lincoln Union held a joint board meeting on February 11, 2020 to discuss conditions at each district and begin consideration of a merger of the two districts; and

WHEREAS, Laguna and Lincoln Union formed a reorganization subcommittee appointing Dan Hess from Laguna and Jim Grossi from Lincoln Union to represent their respective boards; and

WHEREAS, Lincoln Union and Laguna held a joint board meeting on July 14, 2020 at which the boards gave staff direction to provide support to assist the districts to implement a reorganization of the two districts; and

WHEREAS, Lincoln Union and Laguna notified their respective public of public hearings held in each district on September 1, 2020 to guide both governing boards in their consideration of a merger of the two districts; and

THEREFORE, be it resolved the Lincoln Union School District [Laguna Joint School District] does hereby intend to partner with Laguna Joint School District [Lincoln Union School District] in a school district reorganization to take effect on July 1, 2021 pending confirmation by the Marin County Committee on School District Organization.



# QUESTIONS AND COMMENTS

If participating by zoom please type your question or comment into the chat box or use the tools to raise your hand to speak

# 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                          |
|-------------------------------------|-------------------------------|--|
| Lincoln Union School District       | Luke McCann<br>Superintendent | lmccann@marinschools.org<br>415-499-5890 |

## General Information

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

Lincoln Union SD is a rural, one school district located in western Marin County. We have a total population of less than 8 students. Due to our small size, we were able to quickly and effectively transition to serving the needs of our students remotely when the COVID-19 pandemic struck.

## Stakeholder Engagement

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

A member from each family was seen weekly for the spring semester from March through June to identify needs, give information, and get feedback from them about how the process was working. In mid-June, and again in August, communication (in the form of in person, phone calls or emails) were made to the families asking what they wanted for the fall (on-campus learning, hybrid or fully distance learning). From that feedback, I created a draft plan which was shared at the August 11th board meeting for review, feedback, and approval.

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

The August 11th board meeting was publicized by emails. The agenda was posted in two, on campus locations. A Zoom link was provided in the emails and postings

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

Responses to the parent surveys reflected that most would like in-person instruction to resume, and some want to have online distance learning until the number of cases decline. The School Board expressed a similar desire for school to resume in-person, but for appropriate safety to be in place. Principal-Teacher wants in-person with safety protocols in place.

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

The parents' desire for students to be safe first and in school second has led to developing a detailed plan for reopening Lincoln with PPE, social distancing, training, and frequent cleaning emphasized. Due to our small size, we have one cohort of less than 9 students on campus at all times.

## 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.]

The Lincoln classroom-based instruction will follow a slightly modified calendar of M-F from 9:00-2:00pm. The schedule for classes is: 9:00-11:15 Language arts, P.E., Science, gardening 11:15-12:00 Lunch/Recess, 12:00-2:00pm math, social studies, art, and music. Student progress will be gauged through a variety of formative assessments in class with online programs. Student safety and training for safe protocols will occur throughout the day during the first few weeks of school with consistent reminders after that. Details of our campus access, hygiene practices, ppe, and physical distancing are thoroughly explained on the SSSPP. Students who have experienced significant learning loss due to closure will receive intervention in areas where there are assessed learning gaps. Given the small number of students at Lincoln (less than 9), this can be accomplished within the normal school day. The implementation of intervention strategies to accelerate learning for students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning will be addressed as soon as in-person learning commences.

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

| Description   | Total Funds | Contributing |
|---|-------------|--------------|
| Lincoln will resume in-person classes as soon as permitted. All five families will be notified of when classes start up by email. |             |              |

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| Certificated Salaries & Benefits   | \$111,504   | No           |
| Classified Salaries & Benefits   | \$57,366    | No           |
| Materials & Supplies   | \$15,003    | No           |
| Materials & Supplies - Additional Chromebooks and EL based software subscription | \$1,100     | Yes          |
| Services & Other Operating   | \$101,191   | No           |

## Distance Learning Program

### 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.]

An allocation of technology and devices was given to each student allowing them to engage with online resources and join virtual lessons via Zoom. iPads were preloaded with the necessary apps. 4-5 hours of academics is scheduled each day through the use of packets, direct teacher instruction and online resources. Language arts and math are addressed each day. Science, social studies, art, music, P.E. and Spanish are weekly or bi-weekly. We routinely use IXL and Handwriting without Tears to support our teacher led, direct instruction. Each student was given a plastic suitcase that contained paper, pencils, glue, erasers, rulers, magnifying glasses, markers, crayons, colored pencils, a science journal, foam roller, yoga mat, fitness band, squishy ball, tennis ball, and other supplies so that they all have the same access. Direct, teacher instruction is provided daily to the students, therefore lessening the burden of instruction by the parents. Additionally, office hours are offered for students who need individual help or have questions.



## 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.]

Each student was loaned an iPad, charger, and school supplies. Assignments are facilitated through Zoom sessions at each grade level with direct instruction. All families attending Lincoln School have internet access. Any challenges or tech issues will be addressed by the Principal-Teacher with a home visit or troubleshoot, fix, or replace the item.  
3 new Chromebooks were ordered but have not yet been received.

## 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.]

The Principal-Teacher and instructional assistant will engage students with online resources and lessons via Zoom. Chromebooks (once received), will be provided to students in grades 4th-6th and iPads were loaned to all students in the school. We facilitate 4-5 hours of academics each day using direct instruction, packets, and online resources. Academics are addressed daily. Participation time will be measured by attendance to Zoom sessions and work completion.

## 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 have participated in professional development related to the use of Zoom and Google Classroom during distance learning. Technological support is offered to the staff through MCOE.

## Staff Roles and Responsibilities

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

Both staff members and support staff will use the Zoom platform for direct instruction due to COVID-19.

## 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.]

To assist pupils in the following groups and to assure learning gaps do not increase, Lincoln School will offer the following:

- \*English Learners will receive daily, small group instruction and on-going assessment to assure progress.
- \*Pupils with exceptional needs receive individualized services via virtual platforms as specified in their IEPs.
- \*Currently, Lincoln does not have any pupils in foster care or who are experiencing homelessness

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

| Description   | Total Funds               | Contributing |
|---|---------------------------|--------------|
| <p>All instruction and adopted curriculum is geared toward addressing the needs of our students. Leveled readers, 1:1 tech device, math manipulatives, and PE equipment continue to be incorporated into teacher directed lessons.</p> <p>Our distance learning model will involve the same level of staffing as our in-person instruction model.</p> <p>*They will support the student in subject specific learning</p> <p>*They will support the students to learn and engage with the subjects they will be accessing online.</p> <p>*Curriculum and courses will be designed to be accessed in person, in a hybrid model, or fully distant</p> <p>All students will have access to iPads to keep at home and a Chromebook to use on campus</p> <p>*3 Chromebooks were purchased</p> |                           |              |
| Salaries & Benefits   | See In-Person Instruction | No           |
| Materials & Supplies  | \$2,533                   | No           |
| Services & Operating  | \$1,000                   | No           |



## Pupil Learning Loss

[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.]

Many of the strategies Lincoln used before COVID-19, continue to be used during distance learning. For example, students utilize online reading programs at their own pace and level which is tailored to each individual's reading abilities. Leveled readers, guided reading, text-to-speech, and 1:1 zoom sessions are used when appropriate to assist English language development. Math manipulatives, state adopted curriculum and IXL are used to support mathematics.

### 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.]

We are a one room schoolhouse. We are specifically designed to meet students where they are in their learning and to help them get where they need to be. Currently, we do not have any English learners but if we did, we would designate and integrate supports for English learners. Students with special needs receive support services through collaboration with MCOE as per their IEP.

### 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.]

Due to our small size, Lincoln's student population is able to receive direct instruction from their teacher daily at a ratio of 3 students (or less) per teacher. This small ratio offers great effectiveness in implementing skill specific strategies to the individual student. Additionally, students utilize reading programs at their own pace and level which is tailored to each individual's abilities. Assessments are done individually throughout the semester. Feedback from the assessments is used to guide teacher instruction to address any learning loss.

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

| Description  | Total Funds               | Contributing |
|--|---------------------------|--------------|
| Students who demonstrate a learning loss will be required to attend additional Zoom sessions, where they will receive one-on-one instruction in their specific area of need. |                           |              |
| Salaries & Benefits  | See In-Person Instruction | No           |

## 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.]

- \*Staff will connect with students and families on Fridays during the completed work drop off period.
- \*Staff will assess, identify, and monitor student and staff mental health and social well-being with frequent video calls and check-ins.
- \*Staff plan to support mental health and social and emotional well-being of pupils and staff throughout the year by:
  - Continuing arts and enrichment education
  - Participate in stretching and essential exercises that utilize breath to help reduce stress

## Pupil 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.]

The procedure for reengagement of pupils who are absent from distance learning is:  
First, Principal-Teacher will contact parent via phone call or text  
Second, home visit by staff will be arranged.

## 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.]

Currently, there are no eligible students for free or reduced-price meals, but if that changes, Lincoln has a contract with Petaluma City Schools for bagged/grab-n-go lunches.

## 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 |
|--|--|
| 0.58%                                      | \$1,091  |

## 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.]

The District plans to offer LEA-wide as the entire school district is comprised of 5 students. The district currently has zero foster youth, English learners or low income students. The District plans to continue the subscription-based English Language Development program to strengthen differentiated assistance and has also purchased additional technology in the event an unduplicated student enrolls. The District has determined these actions and services are the most effective use of the funds to meet the District's goals and experience has proven that differentiated instruction, data driven decision making, and intensive services when needed will, in combination, promote greater success for the target population.

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

Since there is no current FY, EL or LI students the district is not currently providing services to unduplicated students. The purchase of additional technology in anticipation of a unduplicate student enrolling has increases the technology capacity by greater than 0.58%.