



PINER-OLIVET UNION SCHOOL DISTRICT

REGULAR MEETING - GOVERNING BOARD

Wednesday, June 8, 2022

Meeting Opening 5:00 p.m.

Closed Session 5:02 p.m.

Public Session 6:00 p.m.

Adjournment 9:00 p.m.

Board Conference Room 24

Schaefer Elementary School

(for closed session and public session)

1370 San Miguel

Santa Rosa, CA 95403

AGENDA

A copy of the agenda, complete with backup materials, may be reviewed in the District Office, 3450 Coffey Lane, Santa Rosa, beginning the Monday prior to the Wednesday Board Meeting. Office hours are from 8:00 a.m. to 4:00 p.m. Monday through Friday or as otherwise posted. Agendas are posted at the District Office, and on our web site at www.pousd.org.
ADA Compliance: In compliance with Government Code § 54954.2(a), the Piner-Olivet Union School District, will, on request, make this agenda available in appropriate alternative formats to persons with a disability, as required by Section 202 of the American with Disabilities Acts of 1990 (42 U.S.C. § 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact Cathy Manno, Executive Secretary to the Superintendent, Piner-Olivet Union School District, 3450 Coffey Lane, Santa Rosa, CA 95403 (707) 522-3000 or email cmanno@pousd.org at least two days before the meeting date.

www.pousd.org

- 1. CALL TO ORDER**
- 2. ROLL CALL**
- 3. PUBLIC COMMENT ON CLOSED SESSION AGENDA**
- 4. ADJOURNMENT TO CLOSED SESSION**
- 5. CLOSED SESSION**

Adjournment to Closed Session during this meeting to consider and/or take action upon any of the following items:

- 5.1 With respect to every item of business to be discussed in closed session pursuant to Gov. Code Section 54957:
 - 5.1.1 PUBLIC EMPLOYMENT DISCIPLINE/DISMISSAL/RELEASE
(No additional information required)
 - 5.1.2 PUBLIC EMPLOYMENT EMPLOYMENT/APPOINTMENT
Title: Teacher, District Nurse, PAI/Traffic/Yard Dty/Health Tech
 - 5.1.3 PUBLIC EMPLOYEE PERFORMANCE EVALUATION
Title: Superintendent
- 5.2 With respect to every item of business to be discussed in closed session pursuant to Gov. Code Section 54957.6:
 - 5.2.1 CONFERENCE WITH LABOR NEGOTIATOR
Name of Agency Negotiator: Dr. Steve Charbonneau
Name of organization representing employees: Piner-Olivet Educators' Association, CTA Affiliate
 - 5.2.2 CONFERENCE WITH LABOR NEGOTIATOR
Name of Agency Negotiator: Dr. Steve Charbonneau
Name of organization representing employees: Piner-Olivet Classified Association, CSEA Affiliate.
 - 5.2.3 CONFERENCE WITH LABOR NEGOTIATOR
Name of Agency Negotiator: Dr. Steve Charbonneau
Name of organization representing employees: Confidential, Supervisory, Administrative Staff

- 6. RECONVENE TO PUBLIC MEETING**
- 7. REPORT OF CLOSED SESSION ACTION, IF ANY**
- 8. FLAG SALUTE**
- 9. AGENDA MODIFICATION**
- 10.COMMUNICATIONS, PETITIONS AND DELEGATIONS**

Any person wishing to be heard by the Board shall first be recognized by the president. Members of the public may have up to three minutes per speaker and up to 15 minutes per item, when more than one individual is addressing the same topic. The Board will not comment on items unless they are agendized, however the board reserves the right to clarify or correct any misinformation stated. Each individual speaker may only address the board one (1) time per un-agendized or agendized item. The Board may remove disruptive individuals and/or order the room cleared for persistent disruption or statements that threaten the safety of any person(s) at the meeting. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. Anyone desiring an item to be placed on the prepared agenda shall notify the Secretary ten (10) working days prior to the meeting.

11. COMMENTS FROM THE GOVERNING BOARD

12. SUPERINTENDENT’S REPORT

12.1 Announcements

13. ASSOCIATION REPORTS

13.1 POEA

13.2 POCA

14. BOARD POLICIES

None

15. DISCUSSION/INFORMATION ITEMS

None

16. ACTION ITEMS

16.1 Acknowledge Sunshining of 2022-2023 Contract Openers from the Piner-Olivet Classified Association (POCA)

The Board of Trustees will acknowledge the sunshining of the 2022-2023 contract openers from the Piner-Olivet Classified Association (POCA). **(Action 1) (Pgs. 5-6)**

16.2 Approval of Resolution # 564 to Reduce Cash Flow Reserve

The Board of Trustees will review, discuss and consider possible approval of Resolution No. 564 to reduce Cash Flow Reserve. **(Action 2) (Pgs. 7-8)**

16.3 Approval of Resolution # 565 A Resolution of the Piner-Olivet Governing Board of the Piner-Olivet Union School District Increasing School Facilities Fees

The Board of Trustees will review, discuss, and consider approval of Resolution # 565 A Resolution of the Piner-Olivet Governing Board of the Piner-Olivet Union School District Increasing School Facilities Fees **(Action 3) (Pgs.9-12)**

16.4 Approval of Resolution # 566 Authorizing the District and Charter Schools to Make Transfers Between Fund Balances and Expenditures at Close of Year

The Board of Trustees will review, discuss, and consider approval of Resolution # 566 authorizing the transfer of funds during the closing of the District’s and Charter Schools’ accounts. **(Action 4) (Pgs. 13-14)**

16.5 Approval of Resolution # 567 Declaring Indefinite Salaries for 2022-2023

The Board of Trustees will review, discuss, and consider Resolution # 567, declaring indefinite salaries for 2022-2023. **(Action 5) (Pgs. 15-16)**

16.6 Approval of Resolution # 568 Piner-Olivet Union School District, State of California, Adopting a Conflict of Interest Code

The Board of Trustees will review, discuss and consider approval of Resolution # 568 Piner-Olivet Union School District, State of California, Adopting a Conflict of Interest Code. **(Action 6) (Pgs. 17-19)**

16.7 Approval of Resolution #569 Specifications of the Election Order

The Board of Trustees will review, discuss and consider approval of Resolution # 569 Specification of the Election Order for Trustee elections on November 8, 2022. **(Action 7) (Pgs. 20-21)**

16.8 Approval of Governance Calendar

The Board of Trustees will review, discuss and consider approval of the Governance Calendar. **(Action 8) (Pgs. 22-24)**

16.9 Consideration to Approve the Suspension of the POUUSD's Governing Board Staffing Standards

The Board of Trustees will review, discuss and consider to approve the Suspension of the POUUSD's Governing Board Staffing Standards. **(Action 9) (Pgs.25-27)**

16.10 Public Hearing on the 2022-2023 Budget for the Piner-Olivet Union School District, Olivet Elementary Charter School, Schaefer Charter School, Northwest Prep Charter School, and the Piner-Olivet Charter School and Statement of Reasons for Excess Reserves

The Board of Trustees will hold a Public Hearing on the 2022-2023 Budget for the Piner-Olivet Union School District, Olivet Elementary Charter School, Schaefer Charter School, Northwest Prep Charter School and the Piner-Olivet Charter School and Statement of Reasons for Excess Reserves. **(Action 10) (Pgs. 28-129)**

16.11 Public Hearing on 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Piner-Olivet Union School District

The Board of Trustees will hold a Public Hearing on the 2022-2023 LCAP and Budget Overview for Parents for the Piner-Olivet Union School District. **(Action 11) (Pgs. 130-181)**

16.12 Public Hearing on 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for Olivet Elementary Charter School

The Board of Trustees will hold a Public Hearing on the 2022-2023 LCAP and Budget Overview for Parents for Olivet Elementary Charter School. **(Action 12) (Pgs. 182-232)**

16.13 Public Hearing on 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for Schaefer Charter School

The Board of Trustees will hold a Public Hearing on the 2022-2023 LCAP and Budget Overview for Parents for Schaefer Charter School. **(Action 13) (Pgs. 233-280)**

16.14 Public Hearing on 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Piner-Olivet Charter School

The Board of Trustees will hold a Public Hearing on the 2022-2023 LCAP and Budget Overview for Parents for the Piner-Olivet Charter School. **(Action 14) (Pgs. 281-328)**

16.15 Public Hearing on 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for Northwest Prep Charter School

The Board of Trustees will hold a Public Hearing on the 2022-2023 LCAP and Budget Overview for Parents for Northwest Prep Charter School. **(Action 15) (Pgs. 329-376)**

16.16 Approval of 2022-2023 Budget Development and Operations Calendar

The Board of Trustees will review, discuss, and consider approval of the 2022-2023 Budget Development and Operations Calendar. **(Action 16) (Pgs. 377-379)**

17. CONSENT ITEMS

All matters listed under "consent items" are considered by the Board to be routine and will be enacted upon in one motion. The public has a right to comment on any consent item. At the request of any member of the Board, during "agenda modifications" any item on the consent agenda shall be removed and given individual consideration for action as a regular agenda item. Members of the public may request the Board to place a "consent item" on the regular agenda during "agenda modifications."

17.1 Approval of Minutes of Regular Board Meeting of May 11, 2022 (Consent 1) (Pgs. 380-382)

17.2 Approval of Minutes of Special Board Meeting of May 19, 2022 (Consent 2) (Pg. 383)

17.3 Approval of Personnel Action Report (Consent 3) (Pg. 384)

17.4 Approval of Vendor Warrants (Consent 4) (Pgs. 385-391)

17.5 Approval of Routine Budget Updates (Consent 5) (Pgs. 392-401)

17.6 Approval of the Contract Between POUSD and PresenceLearning for Speech and Language Services from July 1, 2022 through June 30, 2023 ([Consent 6](#)) (Pgs. 402-431)

17.7 Approval of MOU between POUSD and Sonoma County Family YMCA Summer School/CAMP at Jack London from June 9, 2022 – July 8, 2022. ([Consent 7](#)) (Pgs. 432-433)

18. ROUND TABLE COMMENTS FROM THE GOVERNING BOARD

19. DATES AND FUTURE AGENDA ITEMS

19.1 Next Special Board Meeting – June 22, 2022

20. PUBLIC COMMENT ON CLOSED SESSION AGENDA

21. RECESS TO CLOSED SESSION (If Necessary)

22. RECONVENE TO PUBLIC MEETING

23. REPORT OF CLOSED SESSION ACTION NOT ON THE ACTION AGENDA

24. ADJOURNMENT

Agenda Item Summary

Action Item: **16.1 Acknowledge Sunshining of 2022-2023 Contract Openers from the Piner-Olivet Classified Association (POCA)**

Regular Meeting of: June 8, 2022	Action Item	Report Format:
Attachment: Reopeners		

Background

In order to begin the bargaining process, one or both of the parties need to sunshine contract openers.

Issue(s)

Plan/Discussion/Detail

Piner-Olivet Classified Association (POCA) is sunshining contract openers at this Board meeting.

Fiscal Impact

Options

Recommendation

Acknowledge the POCA reopeners.

**Initial Proposal of the
California School Employees Association (CSEA) and its Piner-Olivet Chapter #45
To the Piner-Olivet School District
For the 2022-2023 Reopener Negotiations**

CSEA desires to alter or amend the current collective bargaining agreement, which expires on October 31, 2024, as follows:

Article 4: Compensation and Benefits

CSEA has an interest in:

- Improving the District contribution to health benefits.
- Improving the prorated contribution rates to health benefits for employees.

Article 7: Holidays

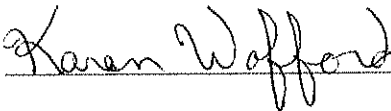
- Establishing an additional paid holiday to 12-month employees and summer School employees.

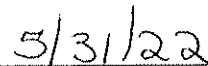
Article 26: Wages

CSEA has an interest in:

- A fair and equitable increase to the salary schedule.
- Increasing stipends in conjunction with the salary schedule.

The California School Employees Association and its Piner-Olivet Chapter #45 reserves the right to make additional proposals at any time during the bargaining process; including but not limited to responses to proposals made by the District.





Karen Wofford, CSEA Chapter President

Date

Hannah Friend, CSEA Labor Relations Representative

Date

Agenda Item Summary

Action Item: **16.2 Approval of Resolution # 564 to Reduce Committed Funds in Reserve for Cash Flow**

Regular Meeting of: June 8, 2022

Action Item

Report Format: Oral

Attachment: Resolution

Presented by: Dr. Steve Charbonneau, Superintendent

Plan/Discussion/Detail

Currently, the Governing Board has committed funds in reserve for cash flow purposes at 11%. Effective 2022-23, the district is recommending a reduction in committed funds for cash flow from 11% to 4% in order to meet the needs of schools.

Fiscal Impact

Less reserve set aside for cash flow.

Recommendation

Approve as presented

RESOLUTION #564

GOVERNING BOARD OF THE PINER-OLIVET UNION SCHOOL DISTRICT

RESOLUTION TO REDUCE COMMITTED FUNDS IN RESERVE FOR CASH FLOW

WHEREAS, the Governing Board of the Piner-Olivet Union School District has determined it is in the interest of the District to adopt fiscal procedures that are consistent with accounting standards established under GASB 54;

WHEREAS, the Board has directed the Superintendent to reduce committed funds designated for this purpose to be maintained as such;

WHEREAS, the Board has analyzed the Committed Funds for Cash Reserve, and has determined that these funds ensure adequate cash flow and need to be reduced effective 2022-23 school year.

NOW THEREFORE, BE IT RESOLVED, the Governing Board of the Piner-Olivet Union School District in open session at Santa Rosa, California on the 8th day of June 2022, that:

1. Effective fiscal year 2022-23, the Governing Board of the Piner-Olivet Union School District is authorized to reduce committed funds for cash flow from 11% to 4%.

This resolution shall be effective upon its passage and approval.

Passed and adopted by the Governing Board of the Piner-Olivet Union School District on June 8, 2022 by the following vote:

Ayes:

Noes:

Absent:

Mardi Hinton, President, Governing Board

Piner-Olivet Union School District

Sonoma County, California

Attested by: Janae Francevic, Clerk

Agenda Item Summary

Action Item: 16.3 Approval of Resolution # 565 A Resolution of the Piner-Olivet Governing Board of the Piner-Olivet Union School District Increasing School Facilities Fees

Regular Meeting of: June 8, 2022	Item: Action	Report Format: Oral
Attachment: Resolution		

Presented by: Dr. Kay Vang, CBO

Background

The Piner-Olivet District has been collecting developer fees since the mid 1970s. The laws regarding the collection of developer fees have changed several times since then. Currently, the law requires that a Developer Fee Justification Study be completed each five years. The law also includes a statutory maximum fee that may be collected. That statutory fee is increased every other year. If the district's Developer Fee Justification Study justifies an amount equal to or higher than the State's statutory fee, the district may increase the fee it collects to the State's statutory fee. (Note – the District and Santa Rosa City Schools share all developer fees on a District – 70%, SRCS – 30% ratio)

Issue(s)

Piner-Olivet's Developer Fee Justification Study was updated in April of 2022. The State increased the statutory fees in February 2022. It is appropriate for the District to increase the developer fees being collected to those new rates. The District's Developer Fee Justification Study justifies a maximum of \$3.35 per square foot for residential development. The District's 70% share of the SAB's approved amount of \$4.79 is \$3.35. The District's justified amount for commercial development is \$0.55 per square foot. The District's 70% share of the SAB's approved amount of \$.78 is \$.55.

Plan/Discussion/Detail

Increase fees from \$2.42 to \$3.35 per square foot for residential development and from \$.39 to \$.55 for commercial development.

Fiscal Impact

From \$15,000 to \$20,000 per year depending on the number of new homes built.

Recommendation

Approve as presented

RESOLUTION # 565 June 8, 2022, Regular Meeting)
A RESOLUTION OF THE GOVERNING BOARD OF THE
PINER-OLIVET UNION SCHOOL DISTRICT
INCREASING SCHOOL FACILITIES FEES AS AUTHORIZED BY
GOVERNMENT CODE SECTION 65995 (b) 3

WHEREAS, Statute AB 2926 (Chapter 887/Statutes of 1986) authorizes the governing board of any school district to levy a fee, charge, dedication or other form of requirement against any development project for the reconstruction of school facilities; and,

WHEREAS, Government Code Section 65995 establishes a maximum amount of fee that may be charged against such development projects and authorizes the maximum amount set forth in said section to be adjusted for inflation every two years as set forth in the state-wide cost index for Class B construction as determined by the State Allocation Board at its January meeting; and,

WHEREAS, at its February 23, 2022, meeting, the State Allocation Board approved the maximum fee authorized by Education Code Section 17620 to \$4.79 per square foot of residential construction described in Government Code Section 65995(b)(1) and \$0.78 per square foot against commercial and industrial construction described in Government Code Section 65995(b)(2); and,

WHEREAS, the purpose of this Resolution is to approve and adopt fees on residential projects in the amount of up to, the 70% share of \$4.79, which is \$3.35 per square foot as authorized by Education Code Section 17620; and,

WHEREAS, the purpose of this Resolution is to approve and adopt fees on commercial and industrial development projects in the amount of up to the 70% share or \$0.78, which is \$0.55 per square foot as described in Government Code Section 65995(b)(2). The mini-storage category of commercial/industrial justification has less impact than the statutory \$0.78 per square foot commercial/industrial justification and should be collected at the justified rate of \$0.02 per square foot.

NOW, THEREFORE, BE IT HEREBY RESOLVED by the Governing Board of the Piner-Olivet Union School District as follows:

1. Procedure. This Board hereby finds that prior to the adoption of this Resolution, the Board conducted a public hearing at which oral and written presentations were made, as part of the Board's regularly scheduled June 8th, 2022, meeting. Notice of the time and place of the meeting, including a general explanation of the matter to be considered, has been published twice in a newspaper in accordance with Government Code Section 66016, and a notice, including a statement that the data required by Government Code Section 66016 was available, was mailed at least 30 days prior and again at least 14 days prior to the meeting to any interested party who had filed a written request with the District for mailed notice of the meeting on new fees or service charges within the period specified by law. Additionally, at least 10 days prior to the meeting, the District made available to the public, data indicating the amount of the cost, or estimated cost, required to provide the service for which the fee or service charge is to be adjusted pursuant to this Resolution, and the revenue sources anticipated to provide this service. By way of such public meeting, the Board received oral and written presentations by District staff which are summarized and contained in the District's Developer Fee Implementation Study dated April 13th, 2022 (hereinafter referred to as the "Plan") and which formed the basis for the action taken pursuant to this Resolution.
2. Findings. The Board has reviewed the Plan as it relates to proposed and potential development, the resulting school facilities needs, the cost thereof, and the available sources of revenue including the fees provided by this Resolution, and based thereon and upon all other written and oral presentations to the Board, hereby makes the following findings:
 - A. Additional development projects within the District, whether new residential construction or residential reconstruction involving increases in assessable area greater than 500 square feet, or new commercial or industrial construction will increase the need for reconstruction of school facilities.

- B. Without reconstruction of present school facilities, any further residential development projects or commercial or industrial development projects within the District will result in a significant decrease in the quality of education presently offered by the District;
 - C. The fees proposed in the Plan and the fees implemented pursuant to this Resolution are for the purposes of providing adequate school facilities to maintain the quality of education offered by the District;
 - D. The fees proposed in the Plan and implemented pursuant to this Resolution will be used for the reconstruction of school facilities as identified in the Plan;
 - E. The uses of the fees proposed in the Plan and implemented pursuant to this Resolution are reasonably related to the types of development projects on which the fees are imposed;
 - F. The fees proposed in the Plan and implemented pursuant to this Resolution bear a reasonable relationship to the need for reconstructed school facilities created by the types of development projects on which the fees are imposed;
 - G. The fees proposed in the Plan and implemented pursuant to this Resolution do not exceed the estimated amount required to provide funding for the reconstruction of school facilities for which the fees are levied; and in making this finding, the Board declares that it has considered the availability of revenue sources anticipated to provide such facilities, including general fund revenues;
 - H. The fees imposed on commercial or industrial development bear a reasonable relationship and are limited to the needs of the community for schools and are reasonably related and limited to the need for reconstructed school facilities caused by the development;
 - I. The fees will be collected for school facilities for which an account has been established and funds appropriated and for which the district has adopted a reconstruction schedule and/or to reimburse the District for expenditures previously made.
 - J. There are no other adequate sources of funds to meet the District's school facilities needs occasioned by, and resulting from, the construction of new residential and/or commercial/industrial development within the District.
3. Fee. Based upon the foregoing findings, the Board hereby increases the previously levied fee to the amount of up to the 70% share of \$4.79 which is \$3.35 per square foot for assessable space for new residential construction and for residential reconstruction to the extent of the resulting increase in assessable areas; and to the amount of up to the 70% share of \$0.78, which is \$0.55 per square foot for new commercial or industrial construction. The mini-storage category of commercial/industrial justification has less impact than the statutory \$0.78 per square foot commercial/industrial justification and should be collected at the justified rate of \$0.02 per square foot.
 4. Additional Mitigation Methods. The policies set forth in this Resolution are not exclusive and the Board reserves the authority to undertake other or additional methods to finance school facilities including but not limited to the Mello-Roos Community Facilities Act of 1982 (Government Code Section 53311, et seq.) and such other funding mechanisms. This Board reserves the authority to substitute the dedication of land or other property or other form of requirement in lieu of the fees levied by way of this Resolution at its discretion, so long as the reasonable value of land to be dedicated does not exceed the maximum fee amounts contained herein or modified pursuant hereto.
 5. Implementation. For residential, commercial or industrial projects within the District, the Superintendent, or the Superintendent's designee, is authorized to issue Certificates of Compliance upon the payment of any fee levied under the authority of this Resolution.
 6. California Environmental Quality Act. The Board hereby finds that the implementation of Developer Fees is exempt from the California Environmental Quality Act (CEQA).

7. Commencement Date. The effective date of this Resolution shall be August 7, 2022 which is 60 days following its adoption by the Board.
8. Notification of Local Agencies. The Secretary of the Board is hereby directed to forward copies of this Resolution and a Map of the District to the Planning Commission and Board of Supervisors of Santa Rosa County and to the Planning Commission and City Council of the City of Santa Rosa requesting that no building permits (or, for manufactured homes and mobile homes, certificates of occupancy) be issued on or after the date which is sixty (60) days after the date of this Resolution, without certification from the District that the fee specified herein have been paid. Said notice shall specify that collection of the fees is not subject to the restriction set forth in Government Code section 66007, subdivision (a) but, pursuant to subdivision (b) of that statute, the fees are to be collected prior to issuance of building permits.
9. Severability. If any portion of this Resolution is found by a Court of competent jurisdiction to be invalid, such finding shall not affect the validity of the remaining portions of this Resolution. The Board hereby declares its intent to adopt this Resolution irrespective of the fact that one or more of its provisions may be declared invalid subsequent hereto.
10. In the event that the Board takes action in the future to adopt an alternative fee pursuant to Government Code section 65995.5 or 65995.7, commonly known as "Level 2" or "Level 3" fees, respectively, in an amount greater than that authorized by this Resolution, this Resolution shall be held in abeyance during the time in which the greater Level 2 or Level 3 fee is authorized. If, for any reason, any future Board action to adopt a greater Level 2 or Level 3 fee ceases to be effective, this Resolution shall then immediately return into effect unless otherwise specified by the Board.
11. The District's administration is authorized to make expenditures and to incur obligations of the fees for the purposes authorized by law.
12. Developers of commercial or industrial development be provided the opportunity for a hearing to appeal the imposition of the fee on their developments.

APPROVED, PASSED and ADOPTED by the Governing Board of the Piner-Olivet Union School District this 8th day of June, 2022, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

President, Governing Board
Piner-Olivet Union School District

ATTEST:

Secretary, Governing Board
Piner-Olivet Union School District

Agenda Item Summary

Action Item: **16.4 Approval of Resolution # 566 Authorizing the District and Charter Schools to Make Transfers Between Fund Balances and Expenditures at Close of Year**

Regular Meeting of: June 8, 2022

Action Item

Report Format: Oral

Attachment: Resolution

Presented by: Kay Vang, CBO

Background

Education Code 42603 allows the District's Governing Board to authorize District staff to make budget transfers at year-end without bringing the specific amounts of each transfer to the Board before the transfer can be made. This is to allow staff to make the necessary transfers in July after final costs are known. This is a practice the District has followed for the past seven fiscal years.

Plan/Discussion/Detail

Prior to the use of the process allowed by Education Code 42603, it had become increasingly difficult and time-consuming to make the specific budget transfers needed without being able to utilize the fund balances or cross major object codes. This resolution allows the use of the various fund balances and the crossing of major object codes to balance each budget transfer.

Fiscal Impact

None

Recommendation

Approve as presented

**RESOLUTION OF THE GOVERNING BOARD OF THE PINER-OLIVET UNION SCHOOL DISTRICT
AUTHORIZING TRANSFERS BETWEEN FUND BALANCES AND EXPENDITURES AT CLOSE OF YEAR
PER EDUCATION CODE 42601**

WHEREAS, Section 42601 of the Education code of the State of California provides that at the close of the school year a school district, may with the approval of the Governing Board, identify and request the County Superintendent of Schools to make transfers between the designated fund balance or the unassigned fund balance and any expenditure classifications of the budget of the district for that school year as necessary to permit payment of obligations of the district incurred during that school year, and shall notify the districts;

NOW, THEREFORE, BE IT RESOLVED, that in accordance with Education Code Section 42601, the district be and is hereby authorized to identify such additional transfers and the County Superintendent of Schools of Sonoma County be and is hereby authorized to make such additional transfers between the designated fund balance or the unassigned fund balance and any expenditure classification or classifications or balance of the Piner-Olivet Union School District, Northwest Prep Charter School, Olivet Elementary Charter School, Piner-Olivet Charter School, and Schaefer Charter School as are necessary and approved by the District’s Superintendent or CBO to permit the payment of obligations incurred during the 2022-23 fiscal year. This Resolution applies to all funds operated by the district.

The foregoing resolution was introduced by Board Member _____ who moved its adoption, seconded by Board Member _____ and adopted on roll call on June 8, 2022:

- | | | |
|--------------|------------------|-------|
| BOARD MEMBER | Janae Franicevic | _____ |
| BOARD MEMBER | Mardi Hinton | _____ |
| BOARD MEMBER | Toni Smith | _____ |
| BOARD MEMBER | Cindy Pryor | _____ |
| BOARD MEMBER | Tony Roehrick | _____ |

WHEREUPON, the President declared the foregoing resolution adopted, and

SO ORDERED.

Mardi Hinton, President
Piner-Olivet Union School District

Agenda Item Summary

Action Item: **16.5 Approval of Resolution #567 Declaring Indefinite Salaries for 2022-2023**

Regular Meeting of: June 8, 2022

Action Item

Report Format: Oral

Attachment: **Resolution**

Presented by: Dr. Steve Charbonneau, Superintendent

Background

SCOE received information from a California legal firm, Atkinson, Andelson, Loya, Ruud & Romo, that Article 11, Section 10 of the California Constitution prohibits public agencies from granting extra compensation to officers or employees after service has been rendered. This would prohibit the District granting retroactive salary adjustments. Courts have held that public employers may retroactively pay employees in situations where the adjusted salary rates were made retroactive to a date when the salary rates were indefinite and subject to future determination.

Issue(s)

The District has opener language that should cover any salary increases including retroactive amounts for POEA and POCA unit members. The District does not have any language that would cover unrepresented employees.

Plan/Discussion/Detail

The resolution included in the packet is recommended by the legal firm as well as by SCOE. This resolution should be adopted by the Board each year prior to July 1.

Fiscal Impact

None

Options

Recommendation

Approve

RESOLUTION OF THE GOVERNING BOARD OF THE PINER-OLIVET UNION SCHOOL DISTRICT DECLARING INDEFINITE SALARIES

WHEREAS Education Code Section 45032 provides that salaries can be set at any time during the year; and

WHEREAS the Constitution (Article XI, Section 10) prohibits officers or employees from receiving additional compensation for services already rendered; and

WHEREAS the Public Employee Relations Board, case law, the Attorney General, and the County Counsel all establish the Board of Education's authority to set salaries for school district employees; and

WHEREAS if the Board of Education declares that salaries are indefinite, whether subject to future review, negotiation, financial condition, or other factors, such action will suffice to permit retroactive salary finalization;

NOW THEREFORE BE IT RESOLVED that the Board of Education does hereby declare that salaries for management, represented and unrepresented employees of the School District are indefinite for the 2022-2023 fiscal year.

The foregoing resolution was duly and regularly adopted by the Board of Education on the date specified below.

The foregoing Resolution was moved by Board Member _____, seconded by Board Member _____, and adopted on roll call vote of the members of the Governing Board of the Piner-Olivet Union School District.

Board Member	Janae Franicevic	_____ (AYE/NO)
Board Member	Mardi Hinton	_____ (AYE/NO)
Board Member	Cindy Pryor	_____ (AYE/NO)
Board Member	Tony Roehrick	_____ (AYE/NO)
Board Member	Toni Smith	_____ (AYE/NO)

AYES: _____ NOES: _____ ABSENT/NOT VOTING: _____

WHEREUPON, the President declared the foregoing Resolution adopted, and

SO ORDERED;

Mardi Hinton, PRESIDENT
PINER-OLIVET UNION SCHOOL

Agenda Item Summary

Action Item: **16.6 Approval of Resolution #568 Piner-Olivet Union School District, State of California, Adopting a Conflict of Interest Code**

Regular Meeting of: June 8, 2022 Action Item Report Format: Oral

Attachment: Resolution

Background

To ensure conflict of interest codes remain current and accurate, each local agency is required to review its code at least every even-numbered year. The agency should receive a Biennial Notice as a reminder of this obligation from its code reviewing body.

Issue(s)

Plan/Discussion/Detail

The Governing Board should review its conflict of interest code as this is an even year.

Fiscal Impact

Options

Recommendation

Approve as presented

RESOLUTION OF THE PINER-OLIVET UNION SCHOOL DISTRICT, STATE OF CALIFORNIA, ADOPTING A CONFLICT OF INTEREST CODE

WHEREAS, the political Reform Act, Government Code sections 81000 et seq., requires state and local government agencies to adopt conflict of interest codes, and

WHEREAS, the Fair Political Practices Commission has adopted a regulation, 2 Cal. Code of Regs. Section 18730, which contains the terms of a standard conflict of interest code and which can be incorporated by reference and may be amended by the Fair Political Practices Commission after public notice and hearings to conform to amendments to the Political Reform Act, and

WHEREAS, the District wishes to adopt this standard code and designate which officers and employees should disclose financial interests and describe which interests must be disclosed, and

NOW, THEREFORE BE IT RESOLVED THAT:

1. The terms of 2 Cal. Code of Regs. Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference and, along with the attached Appendix A and Appendix B, in which members and employees are designated and disclosure categories are set forth, constitute the Conflict of Interest Code of the Piner-Olivet Union School District, and
2. Pursuant to Section 4 of the standard code, board members shall file statements of economic interest with the district clerk, who shall retain a copy and forward the original for filing with the Clerk of the Sonoma County Board of Supervisors. Designated employees shall file statements with the District. Any District board member or other designated employee already required to submit a disclosure statement (Form 700) pursuant to Government Code section 87203 may submit a copy of that statement in lieu of any filing required by this code provided that no additional disclosure would be required by this code.

The foregoing Resolution was moved by Board Member _____, seconded by Board Member _____, and adopted on roll call vote of the members of the Governing Board of the Piner-Olivet Union School District.

Board Member	Mardi Hinton	_____ (AYE/NO)
Board Member	Janae Franicevic	_____ (AYE/NO)
Board Member	Cindy Pryor	_____ (AYE/NO)
Board Member	Tony Roehrick	_____ (AYE/NO)
Board Member	Toni Smith	_____ (AYE/NO)

AYES: _____ NOES: _____ ABSENT/NOT VOTING: _____

WHEREUPON, the President declared the foregoing Resolution adopted, and

SO ORDERED;

MARDI HINTON, PRESIDENT
PINER-OLIVET UNION SCHOOL DISTRICT

Agenda Item Summary

Action Item: **16.7** *Approval of Resolution #569 Specifications of the Election Order Governing Board Member Elections*

Regular Meeting of: June 8, 2022 **Action Item** Report Format:

Attachment: **Correspondence Resolution**

Background

A governing board member election will be held on November 8, 2022.

Plan/Discussion/Detail

While considering the approval of Resolution #569 containing specifications for the election order, Trustees need to set the terms of office, determine the length of the terms and who will pay for the Statement of Qualifications as well as the method to be used for resolving a tie vote.

RESOLUTION # 569
Piner-Olivet Union School District

On motion by _____, seconded _____, the resolution set forth below was adopted by the following vote:
 AYES: _____ NOES: _____ ABSENT: _____

SPECIFICATIONS OF THE ELECTION ORDER

RESOLVED, that pursuant to Education Code Sections 5304 and 5322 – the authority for the specifications of the election order – I hereby specify the following with respect to the governing board member election in the Piner-Olivet Union School District.

Date of Election: November 8, 2022
Purpose of Election: To elect three member(s) to serve the 2022-2026 full term (term ending 2026)
 _____ member(s) to serve the 2022-2024 short term (term ending 2024)

Name of <i>Current</i> Incumbent	*Term of Office to be Filled (Check One)	
	2-Year (To complete the 2020-2024 term)	4-Year (2022-2026)
Mardi Hinton	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Cindy Pryor	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Janae Franicevic	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

*Four-year terms on the governing board are staggered. The November 8, 2022 election will fill regular openings on the governing board for the 2022-2026 term as well as filling current 2020-2024 term vacancies, or those previously filled by appointment. If a vacancy has been filled during the first 2 years of a term, candidates must file for election to complete that term. If a vacancy has been filled during the last 2 years of a term, candidates will file for the new 4-year term.

IT IS HEREBY RESOLVED, that the Piner-Olivet Union School District will hold an election on November 8, 2022 to elect three member(s) to the governing board as listed in the **Specifications of the Election Order**.

STATEMENT OF QUALIFICATIONS/TIE VOTE

THAT the * (candidate district) is responsible for cost incurred in publishing a Statement of Qualifications if such a statement is desired. If payment is the responsibility of the candidate, each candidate will pay the cost of publication *(before after) the statement is printed in the voter pamphlet portion of the sample ballot. Payments for statements are to be made **to the district**. Following the election, the district will be billed for all costs incurred in conducting the district's election. Statements shall not exceed *(200 400) words, based on standard word count.

THAT any tie vote which results in said election will be resolved by *(run off drawing lots).

* Select one option

CLERK'S CERTIFICATE

I hereby certify that the foregoing is a full, true and correct excerpt from the minutes of the governing board of said school district, pertaining to the adoption of the above resolution, at a meeting held on June 8, 2022.

 Clerk, Governing Board School District

Agenda Item Summary

Action Item: 16.8 <i>Approval of Governance Calendar</i>

Regular Meeting of: June 8, 2022	Action Item	Report Format:
Attachment: Governance Calendar		

Presented by: Mardi Hinton, Governing Board President

Background

The Governing Board has developed a Governance Calendar to inform the work of the board over the course of the year.

Plan/Discussion/Detail

The Board will review and discuss the expectations of the timelines presented within this calendar.

Recommendation

Discuss and consider approving the Board Governance Calendar.



**Piner-Olivet Union School District
Governance Calendar**

JULY

Approve board governance calendar
LCAP and district budget to SCOE; LCAP on website
Deadline for adoption of budget & LCAP (July 1)
Align district mission/vision and student learning and achievement goals
Finalize Super goals & success indicators
CSBA Board Policy Update?

AUGUST

Align district mission/vision, student learning & achievement goals
Student Assessments and Accountability reports - SMART & CAASPP, multiple measures
Letter from SCOE (re: budget & LCAP)

SEPTEMBER

CSBA events: Master in Governance & Back to School
LCAP Goal setting; identify desired outcomes for students
Student Assessments and Accountability reports - SMART & CAASPP, multiple measures; CAASPP results
Opening of school report
Public hearing resolution/adoption of sufficient instructional materials *DO Operations Calendar
Schedule study session to review recommendations from Superintendent regarding district response to test results

OCTOBER

Discuss priorities & preliminary goals for the following year
Attend back to school nights; solicit input from parents, students & community on LCAP

NOVEMBER

Site plans for student achievement
Estimate funding

DECEMBER

Report goals for following year to community
LCAP Public Budget Forum
LCAP revisions
Receive Audit 1st interim report; project next year's revenue/expenses

JANUARY

Annual Study Session to:
Update governance handbook/calendar
Review governance team norms & protocols
LCAP review and board input

Superintendent mid-year progress report on goals to the board
LCAP report to the Board
California English Language Development Test (CELDT) results
Governor's Budget
Policy update?
Notice for public input on LCAP (May/June)

FEBRUARY

Continue Annual Study Session, as needed
Approval of next year School Calendar
Report progress on goals to community
Schedule study sessions on topics related to student learning & achievement so board members are current on topic
Board sets priorities for budget
Staff concludes staffing level study
Schedule budget study sessions as necessary
Every several years review hiring/evaluation policies

MARCH

Layoff notifications to staff by March 15
Attend open house nights
Review LCAP
Superintendent Evaluation/ Report on Goals
Every 2-3 years review district vision/mission using an inclusive process
Summer School Plan
Review CalPads / enrollment data
2nd INTERIM REPORT

APRIL

LCAP board study session/ public input
Instructional materials adoption recommendations
Final layoff deadline May15
Superintendent meets with parent advisory groups

MAY

Superintendent Evaluation
LCAP Final Draft presented to board; Draft/Revise LCAP
Report Governor's May revise to board
Continue Super meet with advisory groups

JUNE

Approve LCAP
Present evaluation to Superintendent
Finalize goals & success indicators for coming year
Approve consolidated application & local education agency plan (LEA)

Agenda Item Summary

Action Item: **16.9 Consideration to Approve the Suspension of the POUUSD Governing Board's Staffing Standards**

Regular Meeting of: June 8, 2022	Action Item	Report Format: Oral
Attachment: Staffing Standards		

Presented by: Dr. Steve Charbonneau, Superintendent

Plan/Discussion/Detail

Successful collaboration with POEA has led to a tentative agreement that provides clarity on class size limits across the district for the next three years. In order to honor the new tentative agreement and our collaboration with POEA regarding class size, administration recommends the Board's Staffing Standards be temporarily suspended. At the Board's discretion, the Board's Staffing Standards could be reassessed some time after First Interim, when a clearer picture of the district's fiscal status going forward is established.

Recommendation

Administration recommends the Board suspend the POUUSD Board's Staffing Standards

PINER-OLIVET UNION SCHOOL DISTRICT
STAFFING STANDARDS – K-6 PROGRAM
EFFECTIVE 07-01-2021

The purpose of these staffing standards is to provide Board approved guidelines for administration to make staffing decisions. These staffing decisions make up approximately 80% of the District's budget.

INSTRUCTIONAL PERSONNEL – GENERAL EDUCATION

- ◆ Classroom Teachers – K-3 – Maximum of 24 students per class
- ◆ Classroom Teachers – 4-6 – Maximum of District-wide average of 1 Teacher per 32 students; Average does not include home study or special education
- ◆ Combination Classes – K-6 – 3 Less than the established grade level average
- ◆ Home Study Teacher – 1-2 Students – 10%, 3-4 Students – 20%, 5-7 Students – 30%, 8-9 Students – 40%, 10-11 Students – 50%, 12-13 Students – 60%, 14-15 Students – 70%, 16-18 Students – 80%, 19-20 Students – 90%, 21-22 Students – 100%

- ◆ Program Assistants – Reading – The number of hours to be based on student need with the total cost to be within the categorical funds available unless unrestricted funding is available to allow increased time as identified in the LCAP
- ◆ Lead Program Assistants – 1 per each site that employs 4 or more Program Assistants
- ◆ ELD Assistants – The number of hours to be based on student need with the total cost to be within the categorical funds available unless unrestricted funding is available to allow increased time as identified in the LCAP
- ◆ Program Assistants – Kindercare – Based on student need

- ◆ Support for Classroom Use for Summer School – Upon the request of a teacher whose room will be utilized for summer school, a total of three (3) hours of additional time for an instructional assistant shall be given. These hours will be utilized for both the preparation of said room for summer school use and preparation of it for the following school year upon the conclusion of summer school.

INSTRUCTIONAL PERSONNEL -- SPECIAL EDUCATION

- ◆ Resource Specialist – Per State Law – currently a maximum of 28 students per 1 FTE specialist
- ◆ RSP Specialized Assistant – Based on student need
- ◆ Special Day Class Teacher – District will make all reasonable efforts not to exceed 18 students per FTE
- ◆ Special Day Class Specialized Assistant – 5.75 to 6 hrs/day per SDC, 12-15 students, add 3-4 hrs/day, 16+ students, add 5-6 hrs/day (to the original 5.75 to 6 hrs/day)
- ◆ Full Inclusion Teacher – 1 Teacher per 9 students
- ◆ Full Inclusion Temporary Support Assistant – As specified in IEP
- ◆ Speech/Language Therapist – Per State and SELPA Guidelines – currently a maximum of 55 students per 1 FTE therapist

INSTRUCTIONAL PERSONNEL – CLASSROOM EXTENSION

Classroom Extension: Certificated or classified personnel, prepares lessons, teaches students and evaluates student progress

- ◆ Music Teacher - 1.0 FTE per District
- ◆ Motor Perception/PE Technician – 30 min/week – TK-3; 80 min/week – 4-6
- ◆ Library/Media Access Program – 6 hours/day per District K-6 Site of Library Technician time

SUPPORT STAFF – SITE

- ◆ Site Administrator per site (206 Days)
- ◆ Site Office Manager per site (229 Days)
- ◆ Health Technician – 1.25 Hour/Day/Site – may be increased based on student need
- ◆ One yard duty supervisor goal of 80 students (Grades 1 – 6)
- ◆ One yard duty supervisor goal of 50 students (Grade K) on the yard
- ◆ Traffic/Student Safety Monitors, minimum of 1 for 20 to 30 minutes at each site, morning and afternoon, may be increased at Jack London
- ◆ Food Service – Based on need per site
- ◆ Outreach Workers – Based on need per site – Formula to determine number of hours per site is 1 hour per week for every 5 EL students

PINER-OLIVET UNION SCHOOL DISTRICT
STAFFING STANDARDS – DISTRICT-WIDE PROGRAM

INCLUDES THE K-6 PROGRAM, NORTHWEST PREP AND PINER-OLIVET CHARTER SCHOOL

SUPPORT STAFF – DISTRICT

- ◆ District Administrators – 1.0 FTE Superintendent per District (224 Days)
1.0 FTE Director of Student Support Services per District
.70 FTE Director of Innovative Learning per District (210 Days) -
Effective 9/1/2021 per Board Approval
- ◆ District Administrators – 1.0 FTE CBO per District (260 Days)
- ◆ District Office Classified – 1.0 FTE Executive Secretary per District (260 Days)
.25 FTE Receptionist (192 Days)
1.0 FTE Account Technician per District (260 Days)
1.0 FTE Payroll Account Technician per District (260 Days)
1.0 FTE Personnel Technician per District (260 Days)
- ◆ Technology Coordinator – 1.0 FTE per District (260 Days)
- ◆ Technology Services Technician - .25 FTE per District (260 Days)
- ◆ School Nurse – 1.0 FTE per District – may be increased based on student need
- ◆ LVN – Based on student need
- ◆ Psychologist/Counselor – 1.0 FTE per District
- ◆ Behavior Specialist - .2 FTE per District
- ◆ Counselor – 1.0 FTE per K-12, .4 7-12, .60 K-6
- ◆ Technology Integration Coach – 1.0 FTE per 3 K-6 Campuses
- ◆ Teacher on Special Assignment – 1.0 FTE per 3 K-6 Campuses

SUPPORT STAFF – CUSTODIAL, MAINTENANCE AND GROUNDS

- ◆ Supervisor of Buildings and Grounds - 1.0 FTE District-wide
- ◆ Custodial - 7.4 FTE District-wide (Includes time for Village Charter School)
- ◆ Grounds – 1.0 FTE District-wide

Approved by Governing Board: 05/13/20

Agenda Item Summary

Action Item: **16.10 Public Hearing on 2022-2023 Budget for Piner-Olivet Union School District Including Olivet Elementary Charter School, Schaefer Charter School, Northwest Prep Charter and Piner-Olivet Charter School and Statement of Reasons for Excess Reserves**

Regular Meeting of: June 8, 2022

Action Item

Report Format:

Attachment: Staff Report

Presented by: Kay Vang, CBO

Background

Districts must adopt a balanced budget by June 30. The District's 2022-23 Budget was available for public inspection on June 1, 2022. Beginning in 2014-2015 and continuing in subsequent years, districts must hold public hearings on the LCAP first and then the budget. The LCAP and budget must then be adopted at a subsequent meeting and cannot be approved at the same meeting as the public hearings.

Since the inception of the Local Control Accountability Plan in 2014-2015, district budgets must align with the LCAP. The District and groups of stakeholders have been working on the LCAPs for the District and charter schools.

Plan/Discussion/Detail

Information used to develop the budget is the most recent available, although that information changes on a daily basis. The budgets align with the LCAPs. The revenue for the budget is based on the Local Control Funding Formula. This revenue projection complies with the parameters given to districts by the Sonoma County Office of Education. The attached 2022-23 District Budget and Statement of Reasons for Excess Reserves will be reviewed.

Recommendation

Hold the public hearing.

Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

Combined Assigned and Unassigned/unappropriated Fund Balances			
Form	Fund	2022-23 Budget	Objects 9780/9789/9790 <i>(Exclude all non-spendable, restricted & committed funds)</i>
01	General Fund	\$2,876,064.00	Form 01
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$502,100.00	Form 17
Total Assigned and Unassigned Ending Fund Balances		\$3,378,164.00	
District Standard Reserve Level		4%	Form 01CS Line 10B-4
Less District Minimum Reserve for Economic Uncertainties		\$555,658.00	Form 01CS Line 10B-7
Remaining Balance to Substantiate Need		\$2,822,506.00	

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties			
Form	Fund	2022-23 Budget	Description of Need
01	General Fund	\$2,320,406.00	Set aside for special education excess costs & facilities
01	General Fund		
01	General Fund		
01	General Fund		
01	General Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$502,100.00	Upgrade technology devices, including server rooms
17	Special Reserve Fund for Other Than Capital Outlay Projects		
Insert Lines above as needed			
Total of Substantiated Needs		\$2,822,506.00	

Remaining Unsubstantiated Balance \$0.00

Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.



PINER-OLIVET
UNION SCHOOL DISTRICT

2022-23
District Budget

June 22, 2022

Dr. Kay Vang
Chief Business Official

Dr. Steve Charbonneau
Superintendent

ANNUAL BUDGET REPORT:

July 1, 2022 Budget Adoption

Insert "X" in applicable boxes:

X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Public Hearing:

Place: www.pousd.org

Place: Schaefer Charter School

Date: June 01, 2022

Date: June 08, 2022

Time: 06:00 PM

Adoption Date: June 22, 2022

Signed: _____

Clerk/Secretary of
the Governing
Board

(Original signature
required)

Contact person for additional information on the budget reports:

Name: Kay Vang

Telephone: 707-522-3008

Title: CBO

E-mail: kvang@pousd.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.		X
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.		X

4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2021-22) annual payment?		X

S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)? • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?		X
			X	
			X	
				X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)		X
				X
				X
S9	Local Control and Accountability Plan (LCAP)	Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? • Approval date for adoption of the LCAP or approval of an update to the LCAP:		X
			Jun 22, 2022	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	

A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	
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ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of
Schools:

Our district is self-insured for workers' compensation claims as defined in Education Code
Section 42141(a):

_____	Total liabilities actuarially determined:	\$	_____
	Less: Amount of total liabilities reserved in budget:	\$	_____
	Estimated accrued but unfunded liabilities:	\$	0.00

This school district is self-insured for workers' compensation claims through a JPA, and offers
the following information:

_____ RESIG

_____ This school district is not self-insured for workers' compensation claims.

Signed

Date of
Meeting: _____

_____ Clerk/Secretary of the Governing Board

(Original signature required)

For additional information on this certification, please contact:

Name: Kay Vang
Title: CBO
Telephone: 707-522-3008
E-mail: kvang@pousd.org

**PINER-OLIVET UNION SCHOOL DISTRICT
2022-23
BUDGET**

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Piner-Olivet Union School District -- Student Outcomes

Mastery of the following competencies is the cornerstone of the Piner-Olivet District program. In addition to the knowledge described in the California Content Standards, these competencies are the foundation of our culture and academic goals. We believe that students proficient in these skills and behaviors will be successful on any path they choose.

Personal Integrity

Students handle themselves with confidence and act with honesty and courage. They commit to their developing beliefs and are willing to assume roles as inquiring observers, active participants, and dynamic leaders. They demonstrate positive working relationships across diverse groups, accept personal responsibility for their actions, and remain open to learning from the feedback and guidance of others.

Productive Collaboration

Students develop and use the skills necessary to plan and engage in group projects. They work to resolve social and logistical conflicts and devise solutions to meet diverse needs. They collectively set goals and develop strategies to meet those goals. They evaluate the effectiveness of their approach and constructively adapt to new understandings as they arise.

Critical and Creative Thinking

Students identify problems and pursue opportunities from multiple perspectives. They locate, organize, analyze, and apply key information in inventive and imaginative ways. They design, evaluate, and employ a variety of strategies, tools, and skills to achieve innovative results. Students are independent, creative, and critical thinkers who question and connect to the world around them from both big picture and focused perspectives.

Effective Communication

Students understand and practice effective communication using verbal and nonverbal language with intent, awareness, and accuracy. They are empathetic, emotionally intelligent, persuasive, and articulate. They are skillful self-advocates who effectively communicate their needs. Students internalize and present their understandings and ideas with confidence and clarity. Employing a variety of media, they use practical, academic, and artistic abilities to convey meaning in a clear and engaging fashion.

Reflective Learning

Students excel at making critical observations about their own learning and potential. They formulate meaningful and relevant questions that inspire and encourage further inquiry. Students consistently take charge of their education by reflecting upon and revising their own practices.

Citizenship and Global Responsibility

Students are engaged and informed citizens. They are empowered to create positive change in themselves, their communities, and the world. They are mindful and principled decision makers who understand the long and short-term effects of their actions on others and the environment. They practice compassionate, ethical, and active citizenship in local, global, and virtual settings. Students strive to achieve balance between their own needs and the needs of others.

Resiliency and Drive

Students are adept at taking intelligent risks and view mistakes as necessary steps toward learning and growth. They consciously identify their intentions and desires. They possess the tenacity and determination to work individually and collaboratively. They are self-motivated and self-regulated. Piner-Olivet students confront challenges and persevere through adversity.

BUDGET DEVELOPMENT

Piner-Olivet Union School District
2022-2023 Budget Development and Operations Calendar
 Board Adopted: June 8, 2022

DATE	ACTIVITY	Whose Responsibility		PURPOSE
		Prepares and/or Presents	Discusses and/or Approves	
Within 45 days of State Budget Adoption	Budget updates	CBO	School Board adopts	Update of financial status as required by State
September meeting	Approve resolution for Adopting the GANN Limit	CBO	School Board to approve	Comply with California Constitution Article XIII B (Added by Prop. 4)
September meeting	Hold public hearing regarding the sufficiency of instructional materials	Director of Innovative Learning	School Board to hold public hearing	Comply with Ed Code 60119
September meeting	Review final unaudited actuals from prior year budget	CBO	School Board to review any discrepancies between current year budget and prior year budget	Ending balance is no longer estimated, will know true numbers
September meeting	Review updated schools' Comprehensive Safety Plans	Superintendent Site Admin.	School Board to review and adopt	Update of Comprehensive Safety Plans by March 1 st as required by law
September	Review GASB 75 Actuarial Report – must be updated every two years	CBO	CBO to review and have report renewed if needed	Comply with GASB 75 requirement
September	Review Asbestos Management Plan – must have re-inspection every three years	CBO	CBO to review and have inspection completed if needed	Comply with AHERA regulations
October meeting	Adopt resolution regarding the sufficiency of instructional materials	N/A	School Board to adopt resolution	Comply with Ed Code 60119
October meeting	Review progress towards goals outlined in LCAPs	Superintendent Site Admin.	School Board Superintendent	Update Board on progress toward LCAP goals
October meeting	Review status of prior year summer maintenance/construction projects	CBO (Supervisor of M/O)	CBO School Board	Review the maintenance/construction projects from the prior summer
October	Annual progress report for prior year and updated plan for current year for Title I, GATE, and ELL Programs presented to Site Councils	Superintendent Site Admin	Superintendent or Designee Site Councils	Give information to Site Council to be used in updating Single Plans for Student Achievement
October	School Site Councils have two meetings to revise Single Plan for Student Achievement District Office Staff review Single Plans for Student Achievement and return to Site Councils with suggested changes	Site Councils Superintendent Site Admin	Site Councils Superintendent or Designee	Update Single Plans for Student Achievement to concur with revised District Areas of Focus
November	Report out to LCAP stakeholders – prior year progress made toward LCAP goals Begin LCAP revision process	Superintendent Site Admin LCAP Stakeholders	Superintendent or Designee	Comply with State laws regarding LCAP
November meeting	School Site Councils present revised Single Plan for Student Achievement, include updated budget for current year, annual progress report for prior year	Superintendent Site Admin. CBO (Budget info to Site Admin only)	School Board to approve or request modifications	Updated Single Plans for Student Achievement approved in a timely manner so that staff can begin working on achieving District Areas of Focus <i>and</i> LCAP goals
November meeting	Review new programs approved by State for current year budget if applicable	Superintendent CBO	Superintendent and CBO to approve expenditure procedures for each new program	Give direction to staff and site councils
November	Review Developer Fee Justification Report – must be updated every five years	CBO	CBO to review and have report renewed if needed	Comply with developer fee regulations
December	Continue stakeholder engagement and LCAP revision process	Superintendent Site Admin LCAP Stakeholders	Superintendent or Designee	Comply with State laws regarding LCAP that LCAP revision is an ongoing process
December meeting	1 st Interim Financial Report and budget updates for current year budget for District and all charter schools	CBO	School Board to adopt	Update of financial status as required by State and monitor financial status of charter schools
January meeting	Audit Report and audit findings corrections reviewed	CBO	School Board to accept audit report and approve audit findings corrections, if any	Comply with law regarding annual audit

January & February	Continue stakeholder engagement and LCAP revision process	Superintendent Site Admin/LCAP Stakeholders	Superintendent or Designee LCAP Stakeholders	Comply with State laws regarding LCAP that LCAP revision is an ongoing process
January meeting	Begin discussion of summer maintenance/construction projects	CBO (Supervisor of M/O)	CBO School Board	Begin to determine summer projects, funding for projects, bid timelines if needed
February meeting	Report to Board on LCAP engagement and revision process	Superintendent Site Admin	Superintendent School Board	Continue with LCAP engagement and revision process
February meeting	Continue discussion of summer maintenance/construction projects	CBO (Supervisor of M/O)	CBO School Board	Continue to determine summer projects, funding for projects, bid timelines if needed
March meeting	2nd Interim Financial Report and budget updates for current year budget for District and all charters	CBO	School Board to adopt	Update of financial status as required by State and monitor financial status of charter schools
March meeting	Review preliminary budget for next budget year for District and all charters to check for alignment with LCAPs	Superintendent Site Admin CBO	School Board and Stakeholders begin process of aligning budgets to LCAPs	Begin to match budget expenditures to LCAPs and District Areas of Focus
April	Finalize LCAP work with stakeholders Respond to LCAP comments in writing	Superintendent Site Admin	Superintendent or Designee Stakeholders	Complete work with LCAP stakeholders so that LCAP can be finalized for public hearing at May meeting Comply with LCAP law regarding responding to comments in writing
April meeting	Continue to review preliminary budget for next budget year for District and all charters	Superintendent Site Admin CBO	School Board and Stakeholders continue process of aligning budgets to LCAPs	Continue work aligning budgets to LCAPs and District Areas of Focus
April meeting	Finalize discussion of summer maintenance/construction projects	CBO (Supervisor of M/O)	CBO School Board	Review summer projects, funding for projects, and approve bids if available.
April/May	Annual reports from School-Connected Organizations	Site Admin. School-Connected Org	School Board to review and approve requests for recognition as School- Connected Organizations	Comply with Board Policy 1230
May	School Site Councils develop budget and preliminary revisions to Single Plan for Student Achievement, include staff development plans and support services District Office Staff review SPSA and return to Site Councils with suggested changes	Superintendent Site Councils	Site Councils Superintendent or Designee	Plan for next year and prepare to give input to Governing Board early enough to be incorporated into the District LCAP and budget
May meeting	Adopt resolution allowing year end budget updates	N/A	School Board	Comply with Ed Code allowing Board resolution authorizing year end budget updates
June – 1st meeting	Public Hearing on LCAP and draft budget Approve Budget Development and Operations Calendar for budget year	Superintendent Site Admin CBO	School Board and stakeholders to review LCAP and draft budget at public hearing	Comply with laws regarding LCAP and budget public hearing – must be held at a meeting prior to the meeting at which the LCAP and budget are adopted
June – 1 st meeting	Review report of summer maintenance/construction projects	CBO (Supervisor of M/O)	CBO School Board	Review summer projects, funding for projects, and approve bids if needed
June – 1 st meeting	Adopt Resolution for negative cash balances if needed	CBO	School Board to adopt resolution if needed	Resolution must be adopted and submitted to SCOE by mid-June
June – 2 nd meeting	Adopt LCAP and final budget for next budget year for District and all charters	N/A	School Board to adopt LCAP and final budget	Final LCAP and budget must be adopted by July 1
August	Resolution Esigning the District's Agent for Non-State due by August 2023			
August	Resolution POUUSD, State of California, Adoption of Conflict of Interest Code due by August 2022			

PINER-OLIVET USD ENROLLMENT TO P2 ADA TREND

School Year CBEDS Date	2014-15 Oct. 2014	2015-16 Oct. 2015	2016-17 Oct. 2016	2017-18 Oct. 2017	2018-19 Oct. 2018	2019-20 Oct. 2019	2020-21 Oct. 2020	2021-22 Oct. 2021	2022-23 Oct. 2022	2023-24 Oct. 2023	2024-25 Oct. 2024
Piner-Olivet K-6											
Jack London (2003)	336	331	345	302	279	278	267	263	276	257	260
Olivet (1969)	332	323	305	317	319	336	316	295	295	286	285
Schaefer (1990)	444	448	449	430	345	348	355	326	313	311	308
Total CBEDS (enrollment)	1,112	1,102	1,099	1,049	943	962	938	884	884	854	853
Total P2 ADA	1,066.57	1,058.54	1,045.84	1,008.44	903.45	910.57	910.57	822.88	824.50	799.90	807.36
Percentage of ADA to CBEDS	0.959	0.961	0.952	0.961	0.958	0.947	0.971	0.931	0.933	0.937	0.946
Jack London K-6											
TK (effective FY22/23 - cohort 1)									14	12	16
K	42	48	47	29	36	33	34	31	32	30	29
1	39	43	48	44	33	35	33	38	34	34	32
2	42	36	48	42	46	35	36	34	39	35	35
3	68	41	35	48	44	46	35	35	34	39	34
4	53	70	41	36	46	44	46	30	34	33	37
5	57	60	69	44	32	49	42	50	33	38	36
6	29	28	52	59	38	33	37	42	49	31	36
SDC	Inc	Inc	Inc	Inc	Inc	Inc	Inc	Inc	Inc		
NPS	6	5	5	0	4	3	4	3	7	5	5
Total CBEDS (enrollment)	336	331	345	302	279	278	267	263	276	257	260
Total P2 ADA (PY are funded P-2: do NOT use funded P2)	340.50	329.66	342.07	307.51	272.56	267.90	267.90	246.79	258.99	241.58	248.40
Percentage of ADA to CBEDS	1.013	0.996	0.992	1.018	0.977	0.964	1.003	0.938	0.938	0.940	0.955

School Year CBEDS Date	2014/2015 Oct. 2014	2015/2016 Oct. 2015	2016/2017 Oct. 2016	2017-18 Oct. 2017	2018-19 Oct. 2018	2019-20 Oct. 2019	2020-21 Oct. 2020	2021-22 Oct. 2021	2022-23 Oct. 2022	2023-24 Oct. 2023	2024-25 Oct. 2024
Olivet Charter K-6											
TK						20	17	17	15	12	16
K (enrollment includes both TK/K until 2019-20)	73	68	64	60	67	48	42	43	40	37	36
1	39	49	47	48	43	46	46	48	47	42	39
2	23	39	50	47	46	45	45	39	47	47	41

3	55	29	37	48	47	50	45	44	40	47	47
4	32	53	30	38	44	48	43	35	41	37	43
5	54	30	52	30	43	42	45	39	35	39	34
6	47	51	19	46	29	37	33	30	30	25	29
Homestudy	9	4	6		Inc	Inc	Inc	NA	NA	NA	NA
Total CBEDS (enrollment)	332	323	305	317	319	336	316	295	295	286	285
Total P2 ADA	301.78	299.90	286.89	300.41	303.71	315.69	315.69	271.30	272.88	265.98	267.90
Percentage of ADA to CBEDS	0.909	0.928	0.941	0.948	0.952	0.940	0.999	0.920	0.925	0.930	0.940
Schaefer Charter K-6											
TK (effective FY2023/24 - cohort 1)										12	16
K	65	65	69	50	45	45	47	47	44	42	39
1	65	70	66	65	45	48	44	45	47	43	41
2	69	63	73	67	57	45	47	45	44	47	43
3	71	71	56	73	58	57	46	37	45	44	47
4	62	60	71	58	53	62	59	46	39	45	45
5	60	61	59	66	42	58	59	52	46	37	44
6	52	58	55	51	45	33	53	54	48	41	33
Total CBEDS (enrollment)	444	448	449	430	345	348	355	326	313	311	308
Total P2 ADA	424.29	428.98	416.88	400.52	327.18	326.98	326.98	304.79	292.64	292.34	291.06
Percentage of ADA to CBEDS	0.956	0.958	0.928	0.931	0.948	0.940	0.921	0.935	0.935	0.940	0.945
School Year	2014/2015	2015/2016	2016/2017	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
CBEDS Date	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017	Oct. 2018	Oct. 2019	Oct. 2020	Oct. 2021	Oct. 2022	Oct. 2023	Oct. 2024
Piner-Olivet Charter (1996)											
6	0	0	0	0	0	0	0	0	0	0	0
7	109	98	98	106	104	100	100	107	105	105	92
8	102	108	103	100	97	109	101	91	103	101	101
Homestudy	7	12	6								
Total CBEDS (enrollment)	218	218	207	206	201	209	201	198	208	206	193
Total P2 ADA	209.95	210.52	203.27	187.68	193.07	200.41	200.41	190.66	200.29	198.36	185.85
Percentage of ADA to CBEDS	0.963	0.966	0.982	0.911	0.961	0.959	0.997	0.963	0.963	0.963	0.963

Northwest Prep at Piner-Olivet (2004)												
TK-3 (new in FY21/22 - Online Academy ends 21/22)									21	12	13	16
Grades 4-6 (new in FY21/22 -Online Academy ends 21/22)									18	9	10	8
7	13	16	19	18	28	18	14	12	14	14	11	
8	14	13	23	14	19	26	21	17	15	16	16	
9	17	23	24	18	16	18	16	25	20	20	20	
10	18	16	21	16	18	16	17	16	26	19	20	
11	13	12	19	20	19	17	18	17	16	26	20	
12	14	15	10	17	17	14	15	16	15	15	23	
Homestudy												
Total CBEDS (enrollment)	89	95	116	103	117	109	101	142	127	133	134	
Total P2 ADA	69.98	94.12	105.01	100.06	107.20	102.79	102.79	131.93	117.99	123.69	125.96	
Percentage of ADA to CBEDS	0.786	0.991	0.905	0.971	0.916	0.943	1.018	0.929	0.929	0.930	0.940	
Grand Total CBEDS	1,419	1,415	1,422	1,358	1,261	1,280	1,240	1,224	1,219	1,193	1,180	
Grand Total P2 ADA	1,346.50	1,363.18	1,354.12	1,296.18	1,203.72	1,213.77	1,213.77	1,145.47	1,142.78	1,121.95	1,119.17	
Grand Total Enrollment	1,419	1,415	1,422	1,358	1,261	1,280	1,240	1,224	1,219	1,193	1,180	

2022-23 Budget Development

Based on the May Revise and BASC LCFF Calculator

District 43 General Funds (01, 04, 05)

	Budget Year	Subsequent Year	Subsequent Year
Revenue	2022-2023	2023-2024	2024-2025
LCFF Target COLA	6.56%	5.38%	4.02%
Basic Aid Supplement	\$2,400,000	\$2,400,000	\$2,400,000
Enrollment	Estimated: 884	Estimated: 854	Estimated: 853
ADA (Projected P-2)	<i>Estimated Actual:</i> 824.50	<i>Estimated Actual:</i> 799.90	<i>Estimated Actual:</i> 807.36
Supplemental Grant %			
Jack London/District - also used for Concentration Grant % for Charter Schools	55.64%	55.87%	53.90%
Olivet	51.87%	53.69%	50.48%
Schaefer	59.76%	59.98%	57.82%
Other Revenue Changes			
Federal	FY22-23 has increased revenues and corresponding expenditure increases due to remaining one-time COVID funds		
State	FY22-23 has increased revenues and corresponding expenditure increases due to remaining one-time COVID funds		
Local	No Significant Changes	No Significant Changes	No Significant Changes
Expenditures			
Certificated Salaries			
Staffing: FTE <i>(includes Admin)</i>	50.0	49.0	49.0
Step & Column	Actual expected costs are reflected	Actual expected costs are reflected	Actual expected costs are reflected
Contract Days - POEA	185	185	185
Classified Salaries			
Staffing: FTE <i>(includes Management & Confidential)</i>	37.6	37.6	37.6
Step & Column	Actual expected	Actual expected	Actual expected
Expenditures continued			
Benefits			
STRS (State Teachers' Retirement System)	19.10%	19.10%	19.10%
PERS (Public Employees' Retirement System)	25.37% 45	25.20%	24.60%

2022-23 Budget Development

Based on the May Revise and BASC LCFE Calculator

District 43 General Funds (01, 04, 05)

	Budget Year	Subsequent Year	Subsequent Year
Revenue	2022-2023	2023-2024	2024-2025
FICA (Social Security)	6.20%	6.20%	6.20%
Medicare	1.45%	1.45%	1.45%
SUI (State Unemployment Insurance)	0.50%	0.50%	0.20%
WCI (Worker's Compensation Insurance)	1.51%	1.51%	1.51%
Health/Welfare Benefits			
Medical	Caps are \$850 single, \$1,000 double, \$1,200 family	Caps are \$850 single, \$1,000 double, \$1,200 family	Caps are \$850 single, \$1,000 double, \$1,200 family
Dental/Vision/Life	No cap	No cap	No cap
Retiree Health Benefits	Caps vary according to contract	Caps vary according to contract	Caps vary according to contract
Retirement Incentive	\$3600 (1 Retiree)	\$3600 (Assuming 1 new retiree before age 60 - 1st payment)	\$3600 (1 Retiree)
Other Expenditures			
Books & Supplies	Carnegie Learning Math Solution Year 2: Olivet \$1,104.11, JL \$1,104.11, Schaefer \$2,208.23	Carnegie Learning Math Solution Year 3: Olivet \$1,104.12, JL \$1,104.12, Schaefer \$2,208.24	
Services & Other Operating Expenses	Increases in STRS/PERS & RESIG - 5% increase in Property/Liability	20% increase in Property/Liability	20% increase in Property/Liability
Capital Outlay	None	None	None
Routine Maintenance	\$469,871	\$477,528	\$483,454
Special Ed Contribution	\$2,202,261	\$2,278,495	\$2,335,083
Transfer Out (Obj 7600-7626)	\$0	\$5,782	\$52,845

Piner-Olivet Union Elementary (70870) - FY2022/23 Budget Development		5/20/2022			
	2021-22	2022-23	2023-24	2024-25	
SUMMARY OF FUNDING					
General Assumptions					
COLA & Augmentation	5.07%	6.56%	5.38%	4.02%	
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%	
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	
LCFF Entitlement					
Base Grant	\$2,232,416	\$2,350,917	\$2,455,456	\$2,473,183	
Grade Span Adjustment	123,673	131,064	141,004	141,126	
Supplemental Grant	254,410	276,195	290,128	281,823	
Concentration Grant	-	10,325	14,683	-	
Add-ons: Targeted Instructional Improvement Block Grant	57,400	57,400	57,400	57,400	
Add-ons: Home-to-School Transportation	165,000	165,000	165,000	165,000	
Add-ons: Small School District Bus Replacement Program	-	-	-	-	
Add-ons: Transitional Kindergarten	-	36,963	38,951	47,147	
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	\$2,832,899	\$3,027,864	\$3,162,622	\$3,165,679	
Miscellaneous Adjustments	-	-	-	-	
Economic Recovery Target	57,989	57,989	57,989	57,989	
Additional State Aid	-	-	-	-	
Total LCFF Entitlement	2,890,888	3,085,853	3,220,611	3,223,668	
LCFF Entitlement Per ADA	\$ 10,553	\$ 11,399	\$ 12,000	\$ 12,405	
Components of LCFF By Object Code					
State Aid (Object Code 8011)	\$ 1,415,907	\$ 1,590,264	\$ 1,730,741	\$ 1,758,809	
EPA (for LCFF Calculation purposes)	\$ 54,786	\$ 54,145	\$ 53,678	\$ 51,974	
<i>Local Revenue Sources:</i>					
Property Taxes (Object 8021 to 8089)	\$ 6,147,166	\$ 6,147,166	\$ 6,147,166	\$ 6,147,166	
In-Lieu of Property Taxes (Object Code 8096)	(4,726,971)	(4,705,722)	(4,710,974)	(4,734,281)	
Property Taxes net of In-Lieu	\$ 1,420,195	\$ 1,441,444	\$ 1,436,192	\$ 1,412,885	
TOTAL FUNDING	2,890,888	3,085,853	3,220,611	3,223,668	
Basic Aid Status		<i>Non-Basic Aid</i>	<i>Non-Basic Aid</i>	<i>Non-Basic Aid</i>	
Excess Taxes	\$ -	\$ -	\$ -	\$ -	
EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	
Total LCFF Entitlement	2,890,888	3,085,853	3,220,611	3,223,668	
SUMMARY OF EPA					
% of Adjusted Revenue Limit - Annual	49.17914663%	49.17914663%	49.17914663%	49.17914663%	
% of Adjusted Revenue Limit - P-2	49.17914663%	49.17914663%	49.17914663%	49.17914663%	
EPA (for LCFF Calculation purposes)	\$ 54,786	\$ 54,145	\$ 53,678	\$ 51,974	
EPA, Current Year (Object Code 8012)	\$ 54,786	\$ 54,145	\$ 53,678	\$ 51,974	
(P-2 plus Current Year Accrual)					
EPA, Prior Year Adjustment (Object Code 8019)	\$ (9,822.00)	\$ -	\$ -	\$ -	
(P-A less Prior Year Accrual)					
Accrual (from Data Entry tab)	-	-	-	-	
LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES					
Base Grant (Excludes add-ons for TIIG and Transportation)	\$ 2,414,078	\$ 2,576,933	\$ 2,693,400	\$ 2,719,445	
Supplemental and Concentration Grant funding in the LCAP year	\$ 254,410	\$ 286,520	\$ 304,811	\$ 281,823	
Percentage to Increase or Improve Services	10.54%	11.12%	11.32%	10.36%	
SUMMARY OF STUDENT POPULATION					
Unduplicated Pupil Population					
Enrollment	263	276	257	260	
COE Enrollment	6	6	6	6	
Total Enrollment	269	282	263	266	
Unduplicated Pupil Count	158	149	139	140	
COE Unduplicated Pupil Count	3	3	3	3	
Total Unduplicated Pupil Count	161	152	142	143	
Rolling %, Supplemental Grant	53.9900%	55.6400%	55.8700%	53.9000%	
Rolling %, Concentration Grant	53.9900%	55.6400%	55.8700%	53.9000%	

Olivet Elementary Charter (6066344) - FY2022/23 Budget Development		5/20/2022			
	2021-22	2022-23	2023-24	2024-25	
SUMMARY OF FUNDING					
General Assumptions					
COLA & Augmentation	5.07%	6.56%	5.38%	4.02%	
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%	
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	
LCFF Entitlement					
Base Grant	\$2,207,253	\$2,366,064	\$2,430,094	\$2,546,707	
Grade Span Adjustment	148,225	156,822	162,588	165,399	
Supplemental Grant	237,809	261,724	278,402	273,814	
Concentration Grant	-	-	-	-	
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	
Add-ons: Home-to-School Transportation	-	-	-	-	
Add-ons: Small School District Bus Replacement Program	-	-	-	-	
Add-ons: Transitional Kindergarten	-	42,336	41,145	46,376	
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	\$2,593,287	\$2,826,946	\$2,912,229	\$3,032,296	
Miscellaneous Adjustments	-	-	-	-	
Economic Recovery Target	-	-	-	-	
Additional State Aid	-	-	-	-	
Total LCFF Entitlement	2,593,287	2,826,946	2,912,229	3,032,296	
LCFF Entitlement Per ADA	\$ 9,559	\$ 10,360	\$ 10,949	\$ 11,319	
Components of LCFF By Object Code					
State Aid (Object Code 8011)	\$ 1,095,219	\$ 1,319,442	\$ 1,435,739	\$ 1,522,173	
EPA (for LCFF Calculation purposes)	\$ 54,260	\$ 54,576	\$ 53,196	\$ 53,580	
<i>Local Revenue Sources:</i>					
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	
In-Lieu of Property Taxes (Object Code 8096)	1,443,808	1,452,928	1,423,294	1,456,543	
Property Taxes net of In-Lieu	\$ -	\$ -	\$ -	\$ -	
TOTAL FUNDING	2,593,287	2,826,946	2,912,229	3,032,296	
Basic Aid Status	\$ -	\$ -	\$ -	\$ -	
Excess Taxes	\$ -	\$ -	\$ -	\$ -	
EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	
Total LCFF Entitlement	2,593,287	2,826,946	2,912,229	3,032,296	
SUMMARY OF EPA					
% of Adjusted Revenue Limit - Annual	49.17914663%	49.17914663%	49.17914663%	49.17914663%	
% of Adjusted Revenue Limit - P-2	49.17914663%	49.17914663%	49.17914663%	49.17914663%	
EPA (for LCFF Calculation purposes)	\$ 54,260	\$ 54,576	\$ 53,196	\$ 53,580	
EPA, Current Year (Object Code 8012)	\$ 54,260	\$ 54,576	\$ 53,196	\$ 53,580	
(P-2 plus Current Year Accrual)					
EPA, Prior Year Adjustment (Object Code 8019)	\$ (26,744.60)	\$ -	\$ -	\$ -	
(P-A less Prior Year Accrual)					
Accrual (from Data Entry tab)	-	-	-	-	
LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES					
Base Grant (Excludes add-ons for TIIG and Transportation)	\$ 2,355,478	\$ 2,565,222	\$ 2,633,827	\$ 2,758,482	
Supplemental and Concentration Grant funding in the LCAP year	\$ 237,809	\$ 261,724	\$ 278,402	\$ 273,814	
Percentage to Increase or Improve Services	10.10%	10.20%	10.57%	9.93%	
SUMMARY OF STUDENT POPULATION					
Unduplicated Pupil Population					
Enrollment	295	295	286	285	
COE Enrollment	-	-	-	-	
Total Enrollment	295	295	286	285	
Unduplicated Pupil Count	177	149	144	144	
COE Unduplicated Pupil Count	-	-	-	-	
Total Unduplicated Pupil Count	177	149	144	144	
Rolling %, Supplemental Grant	50.4800%	51.8700%	53.6900%	50.4800%	
Rolling %, Concentration Grant	50.4800%	51.8700%	53.6900%	50.4800%	

Morrice Schaefer Charter (6109144) - FY2022/23 Budget Development		5/20/2022			
	2021-22	2022-23	2023-24	2024-25	
SUMMARY OF FUNDING					
General Assumptions					
COLA & Augmentation	5.07%	6.56%	5.38%	4.02%	
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%	
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	
LCFF Entitlement					
Base Grant	\$2,483,899	\$2,539,893	\$2,672,626	\$2,767,877	
Grade Span Adjustment	137,693	150,956	167,001	172,782	
Supplemental Grant	303,161	321,611	340,642	340,058	
Concentration Grant	-	11,194	16,058	-	
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	
Add-ons: Home-to-School Transportation	-	-	-	-	
Add-ons: Small School District Bus Replacement Program	-	-	-	-	
Add-ons: Transitional Kindergarten	-	-	33,438	46,623	
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	\$2,924,753	\$3,023,654	\$3,229,765	\$3,327,340	
Miscellaneous Adjustments	-	-	-	-	
Economic Recovery Target	-	-	-	-	
Additional State Aid	-	-	-	-	
Total LCFF Entitlement	2,924,753	3,023,654	3,229,765	3,327,340	
LCFF Entitlement Per ADA	\$ 9,596	\$ 10,332	\$ 11,048	\$ 11,432	
Components of LCFF By Object Code					
State Aid (Object Code 8011)	\$ 1,262,389	\$ 1,406,988	\$ 1,606,948	\$ 1,686,667	
EPA (for LCFF Calculation purposes)	\$ 60,958	\$ 58,528	\$ 58,468	\$ 58,212	
<i>Local Revenue Sources:</i>					
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	
In-Lieu of Property Taxes (Object Code 8096)	1,601,406	1,558,138	1,564,349	1,582,461	
Property Taxes net of In-Lieu	\$ -	\$ -	\$ -	\$ -	
TOTAL FUNDING	2,924,753	3,023,654	3,229,765	3,327,340	
Basic Aid Status	\$ -	\$ -	\$ -	\$ -	
Excess Taxes	\$ -	\$ -	\$ -	\$ -	
EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	
Total LCFF Entitlement	2,924,753	3,023,654	3,229,765	3,327,340	
SUMMARY OF EPA					
% of Adjusted Revenue Limit - Annual	49.17914663%	49.17914663%	49.17914663%	49.17914663%	
% of Adjusted Revenue Limit - P-2	49.17914663%	49.17914663%	49.17914663%	49.17914663%	
EPA (for LCFF Calculation purposes)	\$ 60,958	\$ 58,528	\$ 58,468	\$ 58,212	
EPA, Current Year (Object Code 8012)	\$ 60,958	\$ 58,528	\$ 58,468	\$ 58,212	
(P-2 plus Current Year Accrual)					
EPA, Prior Year Adjustment (Object Code 8019)	\$ (27,271.78)	\$ -	\$ -	\$ -	
(P-A less Prior Year Accrual)					
Accrual (from Data Entry tab)	-	-	-	-	
LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES					
Base Grant (Excludes add-ons for TIIG and Transportation)	\$ 2,621,592	\$ 2,690,849	\$ 2,873,065	\$ 2,987,282	
Supplemental and Concentration Grant funding in the LCAP year	\$ 303,161	\$ 332,805	\$ 356,700	\$ 340,058	
Percentage to Increase or Improve Services	11.56%	12.37%	12.42%	11.38%	
SUMMARY OF STUDENT POPULATION					
Unduplicated Pupil Population					
Enrollment	326	313	311	308	
COE Enrollment	-	-	-	-	
Total Enrollment	326	313	311	308	
Unduplicated Pupil Count	209	181	180	178	
COE Unduplicated Pupil Count	-	-	-	-	
Total Unduplicated Pupil Count	209	181	180	178	
Rolling %, Supplemental Grant	57.8200%	59.7600%	59.9800%	57.8200%	
Rolling %, Concentration Grant	53.9900%	55.6400%	55.8700%	53.9000%	

**SSC School District and Charter School Financial Projection Dartboard
2022-23 May Revision**

This version of School Services of California Inc. (SSC) Financial Projection Dartboard is based on the Governor’s 2022-23 May Revision. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and other planning factors. We have also updated the Local Control Funding Formula (LCFF) factors. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF PLANNING FACTORS					
Factor	2021-22	2022-23	2023-24	2024-25	2025-26
Department of Finance Statutory COLA ¹	1.70%	6.56%	5.38%	4.02%	3.72%
Planning COLA	5.07% ²	6.56%	5.38%	4.02%	3.72%

LCFF GRADE SPAN FACTORS FOR 2022-23				
Entitlement Factors per ADA*	K-3	4-6	7-8	9-12
2021-22 Base Grants	\$8,093	\$8,215	\$8,458	\$9,802
Statutory COLA of 6.56%	\$531	\$539	\$555	\$643
Additional LCFF Investment of \$2.1 billion ³	\$266	\$270	\$278	\$322
2022-23 Base Grants	\$8,890	\$9,024	\$9,291	\$10,767
Grade Span Adjustment Factors	10.4%	–	–	2.6%
Grade Span Adjustment Amounts	\$925	–	–	\$280
2022-23 Adjusted Base Grants ⁴	\$9,815	\$9,024	\$9,291	\$11,047

*Average daily attendance (ADA)

OTHER PLANNING FACTORS						
Factors	2021-22	2022-23	2023-24	2024-25	2025-26	
California CPI	6.55%	6.11%	3.14%	1.97%	2.31%	
California Lottery	Unrestricted per ADA	\$163	\$163	\$163	\$163	\$163
	Restricted per ADA	\$65	\$65	\$65	\$65	\$65
Mandate Block Grant (District)	Grades K-8 per ADA	\$32.79	\$34.94	\$36.82	\$37.98	\$39.14
	Grades 9-12 per ADA	\$63.17	\$67.31	\$70.93	\$73.16	\$75.39
Mandate Block Grant (Charter)	Grades K-8 per ADA	\$17.21	\$18.34	\$19.33	\$19.94	\$20.55
	Grades 9-12 per ADA	\$47.84	\$50.98	\$53.72	\$55.41	\$57.10
CalSTRS Employer Rate ⁵	16.92%	19.10%	19.10%	19.10%	19.10%	
CalPERS Employer Rate ⁵	22.91%	25.37%	25.20%	24.60%	23.70%	
Unemployment Insurance Rate ⁶	0.50%	0.50%	0.20%	0.20%	0.20%	
Minimum Wage ⁷	\$15.00	\$15.50	\$16.00	\$16.40	\$16.70	

STATE MINIMUM RESERVE REQUIREMENTS	
Reserve Requirement	District ADA Range
The greater of 5% or \$76,000	0 to 300
The greater of 4% or \$76,000	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and higher

¹Applies to Special Education, Child Nutrition, Foster Youth, Adults in Correctional Facilities Program, American Indian Education Centers/American Indian Early Childhood Education, and Mandate Block Grant.

²Amount represents the 2021-22 statutory COLA of 1:70% plus an augmentation of 1.00%, compounded with the 2020-21 unfunded statutory COLA of 2.31%.

³Amounts are estimated by SSC and are subject to change.

⁴Additional funding is provided for students who are designated as eligible for free and reduced-price meals, foster youth, English language learners. A 20% augmentation is provided for each eligible student with an additional 65% for each eligible student beyond the 55% identification rate threshold.

⁵California State Teachers’ Retirement System (CalSTRS) and California Public Employees’ Retirement System (CalPERS) rates in 2021-22 were brought down by a prior year \$2.3 billion payment from the state of California. Rates in the following years are subject to change based on determination by the respective governing boards.

⁶Unemployment rate in 2021-22 and 2022-23 are final based on the 2021 Enacted State Budget, and the subsequent years’ rates are subject to actual experience of the pool and will be calculated in accordance with California Unemployment Insurance Code Section 823(b)(2)

⁷Minimum wage increases and are effective January 1 of the respective year.

BUDGET SUMMARY

PINER-OLIVET UNION SCHOOL DISTRICT

To: The Governing Board

From: Dr. Kay Vang, Chief Business Official

Subject: The Budget for 2022-23

The District's budget is a financial plan reflecting the District's Local Control Accountability Plan (LCAP) and Board designated essential services. The budget is not meant to be static, rather it is a fluid document that is updated several times each year to reflect changes in legislation, personnel, utility costs, etc. as new information is received on actual costs and revenues. It is important to remember that a budget is a best estimate at any given time as it was developed with the facts known at that specific time. This budget was developed using a technical process that included revenue forecasts, expenditure projections and identification of known carryovers. Reasonable average daily attendance (ADA), and cost of living adjustment (COLA) were used when planning and developing the budget. This process was applied to all district funds.

Local Control Funding Formula

On May 13, 2022, the Governor presented the May revision to the proposed state budget which includes a 6.56% cost of living adjustment (COLA) to the Local Control Funding Formula (LCFF), as well as a 6.56% COLA to special education and all other programs outside the LCFF. Additionally, the May Revision proposes a transitional kindergarten (TK) add-on to the LCFF. The TK add-on is proposed with a funding rate of \$2,813 per unit of average daily attendance (ADA) and will be subject to annual COLA increases. The funding is conditioned on the school district or charter offering transitional kindergarten in the year it receives the funding.

Declining enrollment projections due to ongoing demographic trends were exacerbated over the last two years due to the COVID-19 pandemic. Average daily attendance (ADA) has declined by both enrollment declines as well as a lower rate of attendance per enrolled pupil due to COVID-19 quarantines. Under the current law, the LCFF for school districts is funded on the greater of current or prior year ADA. The budget proposes to permanently alter the formula from the greater of current or prior year ADA, to the greater of current year, prior year, or average of three prior years' ADA, whichever is greater, which would allow an extended period of time to adjust budgets for the significant ADA declines most districts have realized. Districts will be funded on the option that provides the highest revenue. Charter schools and county offices of education are not afforded the prior year guarantee and are funded on current year ADA. The budget does not propose providing the declining enrollment formula adjustment for charter schools or county offices of education; however, the Governor acknowledges the need for further review.

General Planning Factors

Illustrated below are the key planning factors incorporated into the 2022-23 second interim reporting and multiyear projections based on the latest information available:

Planning Factor	2022-23	2023-24	2024-25
Cost of Living Adjustment (COLA)			
LCFF COLA	6.56%	5.38%	4.02%
Special Education COLA	6.56%	5.38%	4.02%
Employer Benefit Rates			
CalSTRS	19.10%	19.10%	19.10%
CalPERS-Schools	25.37%	25.20%	24.60%
State Unemployment Insurance	0.50%	0.50%	0.50%
Lottery			
Unrestricted per ADA	\$163	\$163	\$163
Prop. 20 per ADA	\$65	\$65	\$65
Mandated Block Grant			
Districts			
K-8 per ADA	\$34.94	\$36.82	\$38.30
9-12 per ADA	\$67.31	\$70.93	\$73.78
Charters			
K-8 per ADA	\$18.34	\$19.33	\$20.11
9-12 per ADA	\$50.98	\$53.72	\$55.88

Local Control Accountability Plan (LCAP)

At their November 2021 meeting the State Board of Education (SBE) adopted a revised LCAP template and action (expenditure) tables, and a template for the mid-year one-time supplement to the annual update. The Budget Overview for Parents template has also been updated to align with changes to the LCAP.

A new law that came into effect in 2021-22 relates to the new Local Control Accountability Plan (LCAP) requirements that include the following:

- The requirement for a mid-year, one-time supplement to the annual update
- Carryover requirements for actions, expenditures, and qualitative improvements contributing to increased and improved services for targeted pupils
- Demonstration of how the additional concentration grant add-on funding is being used to increase the number of staff providing direct services in high needs schools

General Fund (District - Funds 01, 04 and 05)

Overall Condition of the District

The multi-year projection does not indicate deficit spending in the 2022-23, 2023-24, and 2024-25 fiscal years. The net increase in fund balance is \$237,233, \$209,668.42, and \$119,051.40 respectively.

MULTI-YEAR PROJECTION			
District (Fund 01, 04, 05)	2022-23	2023-24	2024-25
REVENUES	\$14,128,663.00	\$14,260,861.94	\$14,481,477.31
EXPENDITURES	\$13,891,430.00	\$14,051,193.52	\$14,362,425.91
NET INCREASE (DECREASE) IN FUND BALANCE	\$237,233.00	\$209,668.42	\$119,051.40
ENDING FUND BALANCE	\$5,721,113.00	\$5,930,781.42	\$6,049,832.82

Currently, the District has sufficient reserves to maintain a positive financial status in the 2022-23 as well as subsequent years. Below is the minimum requirement of 4% which is the exact amount that the District has set aside for its reserve:

District's Budgeted Reserve Amount (Lines C1 thru C7)	555,658.00	562,048.00	574,498.00
District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	4.00%	4.00%	4.00%
District's Reserve Standard (Section 10B, Line 7):	555,657.20	562,047.74	574,497.04
Status:	Met	Met	Met

Piner-Olivet receives Basic Aid Supplement Funding based on the number of students attending District charter schools who would not otherwise be served by the District and based on the amount of property taxes the District must share with the charter schools. This calculation includes students who live outside of the District boundaries and students attending grades 7 – 12. The District is projected to receive \$2,400,000 for Basic Aid Supplement Funding in 2022-23. \$2,400,000 is budgeted in the 2023-24 and 2024-25 fiscal years as well.

Enrollment/Average Daily Attendance (ADA) Trends

ADA used to project current and future revenues are conservative in nature as enrollment is trending smaller counts. The District receives the majority of its funding based on ADA which is historically 95% of enrollment. However, average daily attendance (ADA) has declined by both enrollment declines as well as a lower rate of attendance per enrolled pupil due to COVID-19 quarantines. As of P-2, absence rates appeared higher with an ADA to enrollment of 93%. The projected enrollment for 2022-23 is 884 and is budgeted to decline over the subsequent years to 854 and 853. The decline is due to a reduced enrollment from past years and the impact that has as each grade level decreases year over year. Part of the LCFE formula is based on classes in grades K-3 being at 24 or less.

Retirement Packages

The retirement packages offered to retirees are specified in the contracts with the bargaining units. Retirees have the dollar amount of the employee-only cost at the time of retirement contributed by the District towards a health premium until the retiree attains the age of 65. At that time, there is no longer any District contribution. The District is projected to have nine (9) retirees on this plan at a cost of \$66,413. The District budgets and expends a similar amount each year.

General Fund Contributions to Restricted Programs

Some restricted programs have higher expenditures than revenues. Contributions to restricted programs are expected to increase in subsequent years. The following contributions of unrestricted resources to restricted programs are necessary to cover restricted program expenditures in excess of revenue:

Routine Maintenance	\$469,871	\$477,528	\$483,454
Special Ed Contribution	\$2,202,261	\$2,278,495	\$2,335,083

Multi-Year Commitments

The District passed a General Obligation Bond measure in 1995 for \$10 million. Approximately half of those bonds were sold in 1995 and the remainder in 1998. The bonds were then refunded in 2003 when interest rates were lower. The bonds are being repaid from property taxes levied for that purpose. The bonds will be fully repaid in 2022. The District passed a second General Obligation Bond measure in 2010 for \$20 million. Approximately \$8.6 million of those bonds were sold in 2011, leaving approximately \$12 million in bonding authority. The bonds will be repaid from property taxes levied for that purpose. In 2020-21, the District executed the Forward Delivery Bond Purchase Agreement, dated January 6, 2021. The GO Refunding Bonds, Series 2021 with a principal amount of \$6,215,000 will be utilized for future bond projects such as security alarms, technology infrastructure, marquees, and school grounds.

Local Control Funding Formula (LCFF)

The District’s LCFF funding estimate for 2022-23 is based on State budget information from the current School Services of California (SSC) Dartboard, which is used State-wide and is a County Office directive. Under the current law, the LCFF for school districts is funded on the greater of current or prior year ADA.

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	12,590,685.00	13,031,109.00	13,485,936.00	13,678,581.00

Federal Revenues

Due to the passage of the \$1.9 trillion American Rescue Plan approved in March 2021, K-12 LEAs are expected to receive approximately \$15.3 billion of Elementary and Secondary School Emergency Relief (ESSER III) funds. The District along with its charter schools are expected to receive approximately \$2,110,427 in ESSER III funds. Since this mass inflow of funds combined with previous one-time federal COVID funds can easily obscure normal operating deficits, districts **must remove the one-time funding in the subsequent years** and either discontinue the expenditure or budget for such expenditures with unrestricted funds unless another allowable restricted funding source is available.

Other State Revenues

Other State revenue increased when comparing First Interim to Second Interim due to one-time state COVID funds such as Expanded Learning Opportunity Program (Resource 2600). Second Interim fully budgeted these additional funds; thus increasing state revenues such as ELO-P revenue for elementary schools by approximately \$303,233 in the current year.

Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)	
First Prior Year (2021-22)	3,269,329.00
Budget Year (2022-23)	522,125.00
1st Subsequent Year (2023-24)	522,125.00
2nd Subsequent Year (2024-25)	522,125.00

Expenditures

Salaries and benefits make up the majority of any educational agency’s budget. Certificated step and column costs are expected to increase by 2.50% each year. Unrestricted certificated salaries include a reduction of 2.0 FTE in 2022-23 and 1.0 FTE in 2023-24 due to expected declines in enrollment. Classified step costs are expected to increase by 1.50% each year. Additionally, certificated and classified salaries and benefits that were moved to one-time COVID resources in 2021-22 have been budgeted in unrestricted resources in subsequent years. The historical average ratio of unrestricted salaries and benefits to total unrestricted expenditures is 86.7%. Below are projected totals for salaries and benefits along with total expenditures for unrestricted resources exceeding the historical average ratio:

Fiscal Year	Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Budget Year (2022-23)	7,987,190.00	9,106,152.00	87.7%
1st Subsequent Year (2023-24)	8,133,890.98	9,441,132.12	86.2%
2nd Subsequent Year (2024-25)	8,295,949.43	9,632,696.82	86.1%

Fund Balance

The ending fund balance in the 2022-23, 2023-34, and 2024-25 fiscal years are:

Ending Fund Balance [Sum lines D2a-D2e2]	\$5,721,113.00	\$5,930,781.42	\$6,049,832.82
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Some portions of this balance are reserved or designated for specific purposes. A breakdown of the projected ending balance is as follows:

District (Fund 01, 04, 05)	2022-23	2023-24	2024-25
Revolving Cash	\$3,000.00	\$3,000.00	\$3,000.00
Restricted	\$28,392.00	\$9,910.35	\$897.14
Designated for Spec. Ed & Facilities	\$1,764,748.00	\$2,613,661.07	\$2,613,661.07
Designated for Economic Uncertainties (4%)	\$555,658.00	\$562,048.00	\$574,498.00
Designated for Cash Flow (11%)	\$1,528,058.00	\$1,545,632.00	\$2,279,995.61
Estimated Cost for Signed TA 2022-25	\$1,841,257.00	\$1,196,530.00	\$577,781.00

Cash Flow

The District is anticipating having positive monthly cash balances during the 2022-23 school year. Cash is always closely monitored in order to ensure the District can meet its obligations. As a precaution, the District has established a line of credit with the county Treasury to operate if a negative cash balance should occur. Additionally, a resolution authorizing the district and charter schools to make transfers between fund balances is annually acquired. This resolution allows the use of various fund balances and the crossing of major object codes to balance budget transfers.

Piner-Olivet Charter School Fund (Fund 07)

The District sponsors the Piner-Olivet Charter School. The Piner-Olivet Charter School’s first year of operation was 1996-1997. The school serves students in grades 6 - 8. The Budget for the Piner-Olivet Charter School is included as part of this packet. The budget is based on the SSC May Revision. The budget reflects that the Charter School will have sufficient reserves. Below is the ending fund balance for 2022-23, 2023-24, and 2024-25:

Ending Fund Balance [Sum lines D2a-D2e2]	\$693,649.00	\$875,510.17	\$961,958.75
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A cash flow analysis projected through this fiscal year-end is attached. Current cash flow projections show a positive cash flow will be maintained in each month of the 2022-23 fiscal year.

Northwest Prep at Piner-Olivet Fund (Fund 09)

The District sponsors another charter school, Northwest Prep at Piner-Olivet. Northwest Prep’s first year of operation was 2004-2005. The school serves students in grades 7 – 12. In 2021-22, the school began its Home Study Program and Online Academy to serve students in grades K-12. However, Northwest Prep will discontinue its Online Academy effective 2022-23. It is the only school in the District with a high school population. The Budget for Northwest Prep is included in this packet. The budget is based on the SSC May Revise. The budget reflects that the Charter School will have sufficient reserves. Below is the ending fund balance for 2022-23, 2023-24, and 2024-25:

Ending Fund Balance [Sum lines D2a-D2e2]	\$469,456.00	\$503,977.49	\$598,557.83
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A cash flow analysis projected through this fiscal year-end is attached. Current cash flow projections show a positive cash flow will be maintained in each month of the 2022-23 fiscal year.

Cafeteria Fund (Fund 13)

The Cafeteria Fund is utilized for depositing and expending funds related to the Food Service Program. Total revenue budgeted for 2022-23 is \$427,250, total expenditures are \$461,475. To avoid carrying over too high of a fund balance, no contribution will be made in 2022-23 fiscal year. The program is projected to require a contribution every year in the future thereafter.

Deferred Maintenance Fund (Fund 14)

The Deferred Maintenance Fund is utilized for maintenance or upgrades in facilities that are twenty years old or older. Until 2008-2009, the District would transfer ½ of 1% of the General Fund expenditures to the Deferred Maintenance Fund each year with the State matching that amount most years. The 2009 State Budget Act affected this program by allowing this revenue to be used for any educational purpose for 2008-2009 through 2012-2013 (extended to 2014-2015) as well as allowing districts to not make a contribution. For those years through 2012-2013, the District did not make a transfer to the Deferred Maintenance Fund and any revenue received from the State for the Deferred Maintenance Program was used to balance the District's General Fund or was added to the District's Cash Flow Reserve. For 2013-2014, the Board took action to transfer \$100,000 from the District's General Fund to the Deferred Maintenance Fund. During the 2019-20 year the Board took action to not make the transfer to the Deferred Maintenance fund for the 2020-21 through 2022-23 budget years in order to alleviate the stress on the General Fund balance and address deficit spending. For 2022-23, the projected fund balance is \$281,752.

Special Reserve Fund (Fund 17)

The Special Reserve Fund was initiated in 2009-2010. \$300,000 was transferred into this fund from the Deferred Maintenance Fund. Along with transferring these funds, the Board took action to designate these funds to be spent only on deferred maintenance items and only if necessary. The Special Reserve Fund ended the 2020-21 school year with a fund balance of \$0. On October 13, 2021, the Board took action to transfer \$500,000 from the General Fund's unassigned reserve to the Special Reserve Fund to update its technology devices, including server rooms. For 2022-23, the projected fund balance is \$502,100.

Special Reserve Fund (OPEB) (Fund 20)

The Special Reserve Fund for Other Post Employment Benefits (OPEB), was created in 2014-2015 to address the liability calculated within the GASB 45 report along with the Independent Audit report. \$600,000 was transferred into the fund from the General Fund's unassigned reserve to begin to fund the District's approximate \$1.1 million unfunded OPEB liability. Fund 20, Special Reserve Fund ended the fiscal year 2020-21 with a fund balance of \$650,910 which was under-funded by \$451,210. On October 13, 2021, the Board took action to transfer \$500,000 from the General Fund's unassigned reserve to further fund the OPEB Fund's liability. For 2022-23, the projected fund balance is \$1,158,910.

Bond Fund (Fund 21)

The Bond Fund was re-established in 2010-2011. \$8,033,000 was initially deposited into this fund from the sale of general obligation bonds. Bond funds may only be spent on items included in the Measure L language that was included on the November, 2010 ballot. Total revenue budgeted for 2022-23 is \$26,000 with a projected fund balance of \$4,26,183. It is projected that

there will be expenses made from this fund during 2022-23 and that the budget would be updated periodically throughout the year to reflect bond projects.

Capital Facilities Account Fund (Fund 25)

The Capital Facilities Account Fund is utilized for depositing and expending developer fees. Total revenue budgeted for 2022-23 is \$165,000, total expenditures budgeted are \$39,000 with a projected fund balance of \$906,080. Developer fees are not budgeted until they are received. It is anticipated that there will be developer fees collected and spent during 2022-23 and that the budget would be updated periodically throughout the year to reflect those revenues and expenditures.

Conclusion:

The current year budget and multi-year projections support the District being able to meet its financial obligations for the current and two subsequent years.

It is important to note that the budget, multi-year projections, and cash flow do not include potential changes to salary and benefit costs. The District and Piner-Olivet Educators Association (POEA) have a signed Tentative Agreement (TA) that will need to be board approved on June 22, 2022. The multi-year projection does include funds committed to meet the financial obligations of the signed TA.

Multiyear Projection
FINAL 22-23 Budget Dev F01 District

Multiyear Projection
FINAL 22-23 Budget Dev F01 District

Multiyear Projection
FINAL 22-23 Budget Dev F01 District

Description (Object Range) [Sum Detail]	2022-23			2023-24			2024-25		
	Base Year	Year 2	Year 3	Base Year	Year 2	Year 3	Base Year	Year 2	Year 3
A. REVENUES & OTHER FINANCING SOURCES [Sum Lines]	\$14,128,663.00	\$14,260,861.94	\$14,481,477.31	\$9,343,385.00	\$9,675,064.19	\$9,813,606.43	\$4,785,278.00	\$4,585,797.75	\$4,667,870.88
A1-A5C									
1. LCFF/Revenue Limit Sources (8010-8099)	11,523,490.00	11,949,642.00	12,170,341.00	11,336,453.00	11,762,605.00	11,983,304.00	187,037.00	187,037.00	187,037.00
2. Federal Revenues (8100-8299)	522,125.00	522,125.00	522,125.00	0.00	0.00	0.00	522,125.00	522,125.00	522,125.00
3. Other State Revenues (8300-8599)	1,050,537.00	760,923.56	762,443.71	159,559.00	160,591.37	161,404.27	890,978.00	600,332.19	601,039.44
4. Other Local Revenues (8600-8799)	1,032,511.00	1,028,171.38	1,026,567.60	519,505.00	515,165.38	513,561.60	513,006.00	513,006.00	513,006.00
5. Other Financing Sources									
a. Transfers In (8900-8929)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
b. Other Sources (8930-8979)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
c. Contributions (8980-8999)	0.00	0.00	0.00	(2,672,132.00)	(2,763,297.56)	(2,844,663.44)	2,672,132.00	2,763,297.56	2,844,663.44
B. EXPENDITURES & OTHER FINANCING USES [Sum Lines]	\$13,891,430.00	\$14,051,193.52	\$14,362,425.91	\$9,106,152.00	\$9,446,914.12	\$9,685,541.82	\$4,785,278.00	\$4,604,279.40	\$4,676,884.09
B1-B10									
1. Certificated Salaries (1000-1999)	4,837,876.00	4,870,966.07	4,992,740.23	4,240,569.00	4,346,002.95	4,454,554.96	597,307.00	524,963.12	538,185.27
2. Classified Salaries (2000-2999)	1,952,533.00	1,981,821.03	2,011,548.34	1,497,754.00	1,520,220.33	1,543,023.63	454,779.00	461,600.70	468,524.71
3. Employee Benefits (3000-3999)	3,231,730.00	3,221,688.13	3,256,128.60	2,248,867.00	2,267,667.70	2,298,370.84	982,863.00	954,020.43	957,757.76
4. Books and Supplies (4000-4999)	497,275.00	472,044.82	481,344.11	172,808.00	299,234.18	305,129.10	324,467.00	172,810.64	176,215.01
5. Services and Other Operating Expenditures (5000-5999)	3,372,016.00	3,498,891.47	3,567,819.63	1,136,692.00	1,198,544.96	1,222,156.29	2,235,324.00	2,300,346.51	2,345,663.34
6. Capital Outlay (6000-6999)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7. Other Outgo (excluding Transfers of Indirect Costs) (7100-7299,7400-7499)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8. Other Outgo - Transfers of Indirect Costs (7300-7399)	0.00	0.00	0.00	(190,538.00)	(190,538.00)	(190,538.00)	190,538.00	190,538.00	190,538.00
9. Other Financing Uses									
a. Transfers Out (7600-7629)	0.00	5,782.00	52,845.00	0.00	5,782.00	52,845.00	0.00	0.00	0.00
b. Other Uses (7630-7699)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10. Other Adjustments (described in assumptions)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
C. NET INCREASE (DECREASE) IN FUND BALANCE	237,233.00	209,668.42	119,051.40	237,233.00	228,150.07	128,064.61	0.00	(18,481.65)	(9,013.21)
D. FUND BALANCE									
1. Beginning Fund Balance (9791-9795)	5,483,880.00	5,721,113.00	5,930,781.42	5,455,488.00	5,692,721.00	5,920,871.07	28,392.00	28,392.00	9,910.35
2. Ending Fund Balance [Sum lines D2a-D2e2]	\$5,721,113.00	\$5,930,781.42	\$6,049,832.82	\$5,692,721.00	\$5,920,871.07	\$6,048,935.68	\$28,392.00	\$9,910.35	\$897.14
a. Nonspendable (9710-9719)	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	0.00	0.00	0.00
b. Restricted (9740)	28,392.00	9,910.35	897.14	0.00	0.00	0.00	28,392.00	9,910.35	897.14
c. Committed									
1. Stabilization Arrangements (9750)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2. Other Commitments (9760)	3,369,315.00	2,742,162.00	2,857,776.61	3,369,315.00	2,742,162.00	2,857,776.61	0.00	0.00	0.00
Estimated Cost for Signed TA	1,841,257.00	1,196,530.00	577,781.00	1,841,257.00	1,196,530.00	577,781.00	0.00	0.00	0.00
Reserve for Cash Flow @ 11%	1,528,058.00	1,545,632.00	2,279,995.61	1,528,058.00	1,545,632.00	2,279,995.61	0.00	0.00	0.00
d. Assigned									
1. Other Assignments (9780)	1,764,748.00	2,613,661.07	2,613,661.07	1,764,748.00	2,613,661.07	2,613,661.07	0.00	0.00	0.00
Special Ed & Facilities	1,764,748.00	2,613,661.07	2,613,661.07	1,764,748.00	2,613,661.07	2,613,661.07	0.00	0.00	0.00
e. Unassigned/Unappropriated									
1. Reserve for Economic Uncertainties (9789)	555,658.00	562,048.00	574,498.00	555,658.00	562,048.00	574,498.00	0.00	0.00	0.00
2. Unassigned/Unappropriated (9790)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Object Range	Budget/Beg. Balance	2023												Accruals	
		July	August	September	October	November	December	January	February	March	April	May	June		
A. BEGINNING CASH	5,483,880	5,483,880	5,204,356	4,159,006	3,516,009	2,958,991	2,639,416	5,504,010	5,265,394	4,957,987	4,906,963	2,597,591	6,044,869	5,781,860	(910,088)
B. RECEIPTS															
LCF Sources															
Principal Apportionment	8010-8019	6,883,943	335,835	335,835	646,315	604,502	604,502	604,502	604,502	604,502	646,315	604,502	604,502	646,315	—
Property Taxes	8020-8079	6,147,166	—	—	—	—	3,073,583	—	—	—	—	3,073,583	—	—	—
Miscellaneous Funds & LCF Transfers	8080-8099	(1,507,619)	—	(101,679)	(203,359)	(135,572)	(135,572)	(135,572)	(135,572)	(135,572)	(237,252)	(118,626)	(118,626)	(118,626)	68,411
Federal Revenue	8100-8299	522,125	(17,492)	(70,344)	1,884	2,547	5,663	24,787	97,183	—	462,383	1,183	1,183	13,148	—
Other State Revenue	8300-8599	1,050,537	(94,378)	(21,453)	—	119,781	—	247,479	103,193	197,682	—	7,919	7,919	258,260	224,135
Other Local Revenue	8600-8799	1,032,511	86,043	86,043	86,043	86,043	86,043	86,043	86,043	86,043	86,043	86,043	86,043	86,043	—
Interfund Transfers In	8910-8929	0	—	—	—	—	—	—	—	—	—	—	—	—	—
All Other Financing Sources	8930-8999	0	—	—	—	—	—	—	—	—	—	—	—	—	—
TOTAL RECEIPTS	14,128,663	310,008	228,401	530,883	677,301	560,636	3,942,634	755,349	752,655	957,489	3,654,605	581,022	885,135	292,546	
C. DISBURSEMENTS															
Certified Salaries	1000-1999	4,837,876	56,315	417,934	434,667	435,185	452,938	439,626	435,838	446,546	460,791	454,858	454,858	348,320	—
Classified Salaries	2000-2999	1,952,533	78,968	140,602	176,115	150,190	47,210	152,127	149,087	151,283	152,786	151,546	151,546	185,238	265,835
Employee Benefits	3000-3999	3,231,730	52,887	191,789	204,869	198,601	200,666	200,189	200,100	297,965	203,648	203,379	205,207	818,145	254,285
Books and Supplies	4000-4999	497,275	2,289	54,934	111,804	55,946	23,411	32,049	11,167	39,521	32,236	74,303	36,401	10,687	12,527
Services	5000-5999	3,372,016	64,421	88,271	111,957	394,397	155,986	254,049	197,773	124,747	159,052	172,928	1,192,694	265,798	189,943
Capital Outlay	6000-6999	0	—	—	—	—	—	—	—	—	—	—	—	—	—
Other Outgo	7000-7499	0	—	—	—	—	—	—	—	—	—	—	—	—	—
Interfund Transfers Out	7600-7629	0	—	—	—	—	—	—	—	—	—	—	—	—	—
All Other Financing Uses	7630-7699	0	—	—	—	—	—	—	—	—	—	—	—	—	—
TOTAL DISBURSEMENTS	13,891,430	254,880	893,530	1,039,412	1,234,319	880,211	1,078,040	993,965	1,060,962	1,098,513	1,057,014	2,040,706	1,628,188	772,590	
D. BALANCE SHEET ITEMS															
Assets and Deferred Outflows															
Cash Not in Treasury	9111-9199	236,435	24,529	185,768	26,138	—	—	—	—	—	—	—	—	—	292,546
Accounts Receivable	9200-9299	0	—	—	—	—	—	—	—	—	—	—	—	—	—
Due From Other Funds	9310	0	—	—	—	—	—	—	—	—	—	—	—	—	—
Stores	9320	0	—	—	—	—	—	—	—	—	—	—	—	—	—
Prepaid Expenditures	9330	0	—	—	—	—	—	—	—	—	—	—	—	—	—
Other Current Assets	9340	0	—	—	—	—	—	—	—	—	—	—	—	—	—
Deferred Outflows of Resources	9490	0	—	—	—	—	—	—	—	—	—	—	—	—	—
SUBTOTAL	236,435	24,529	185,768	26,138	—	—	—	—	—	—	—	—	—	292,546	
Liabilities and Deferred Inflows															
Accounts Payable	9500-9599	1,085,776	359,181	565,989	160,606	—	—	—	—	—	—	—	—	—	772,590
Due To Other Funds	9610	0	—	—	—	—	—	—	—	—	—	—	—	—	—
Current Loans	9640	0	—	—	—	—	—	—	—	—	—	—	—	—	—
Unearned Revenues	9650	0	—	—	—	—	—	—	—	—	—	—	—	—	—
Deferred Inflows of Resources	9690	0	—	—	—	—	—	—	—	—	—	—	—	—	—
SUBTOTAL	1,085,776	359,181	565,989	160,606	—	—	—	—	—	—	—	—	—	772,590	
Nonoperating															
Suspense Clearing	9910	0	—	—	—	—	—	—	—	—	—	—	—	—	—
TOTAL BALANCE SHEET ITEMS	(849,341)	(334,652)	(380,221)	(134,468)	—	—	—	—	—	—	—	—	—	(480,044)	
E. NET INCREASE/DECREASE (B - C + D)	(612,108)	(279,524)	(1,045,350)	(642,997)	(557,018)	(319,575)	2,864,594	(238,616)	(307,407)	(51,024)	2,597,591	(1,433,684)	(263,099)	(910,088)	
F. ENDING CASH (A + E)	5,204,356	4,159,006	3,516,009	2,958,991	2,639,416	5,504,010	5,265,394	4,957,987	4,906,963	2,597,591	6,044,869	5,781,860	—		
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS															

PINER-OLIVET
CHARTER SCHOOL

2022-2023
Budget Report

2022-23 Budget Development

Based on the May Revise and BASC LCFF Calculator

District 43 Fund 07

	Budget Year	Subsequent Year	Subsequent Year
Revenue	2022-2023	2023-2024	2024-2025
LCFF Target COLA	6.56%	5.38%	4.02%
Enrollment	Estimated: 208	Estimated: 206	Estimated: 193
ADA (Projected P-2)	Estimated Actual: 200.29	Estimated Actual: 98.36	Estimated Actual: 185.85
Supplemental Grant % - 3-Year Rolling %	49.02%	49.20%	47.37%
Other Revenue Changes			
Federal	FY22-23 has increased revenues and corresponding expenditure increases due to remaining one-time COVID funds		
State	FY22-23 has increased revenues and corresponding expenditure increases due to remaining one-time COVID funds		
Local			
Expenditures	2022-2023	2023-2024	2023-2024
Certificated Salaries			
Staffing: FTE (includes Admin)	9.00	9.00	9.00
Step & Column	Actual expected costs are reflected	Actual expected costs are reflected	Actual expected costs are reflected
Contract Days - POEA	185	185	185
Classified Salaries			
Staffing: FTE (includes Management & Confidential)	5.11	5.11	5.11
Step & Column	Actual expected costs are reflected	Actual expected costs are reflected	Actual expected costs are reflected
Benefits			
STRS (State Teachers' Retirement System)	19.10%	19.10%	19.10%
PERS (Public Employees' Retirement System)	25.37%	25.20%	24.60%
FICA (Social Security)	6.20%	6.20%	6.20%
Medicare	1.45%	1.45%	1.45%
SUI (State Unemployment Insurance)	0.50%	0.50%	0.20%
WCI (Worker's Compensation Insurance)	1.51%	1.51%	1.51%
Expenditures continued	2022-2023	2023-2024	2023-2024
Health/Welfare Benefits			
Medical	Caps are \$850 single, \$1,000 double, \$1,200 family	Caps are \$850 single, \$1,000 double, \$1,200 family	Caps are \$850 single, \$1,000 double, \$1,200 family

PINER-OLIVET CHARTER SCHOOL BUDGET ASSUMPTIONS

Dental/Vision/Life	No cap	No cap	No cap
Retiree Health Benefits	Caps vary according to contract	Caps vary according to contract	Caps vary according to contract
Retirement Incentive	\$ -	\$ -	\$ -
Other Expenditures			
Books & Supplies	Carnegie Learning Math Solution Year 1: \$19,027.45	Carnegie Learning Math Solution Year 2: \$9,527.45	Carnegie Learning Math Solution Year 3: \$9,527.46
Services & Other Operating Expenses	Increases in STRS/PERS & RESIG - 5% increase in Property/Liability	20% increase in Property/Liability	20% increase in Property/Liability
Capital Outlay	None	None	None
Special Ed Contribution	\$20,000	\$20,000	\$20,000

Piner-Olivet Charter (6113492) - FY2022/23 Budget Development		5/20/2022			
	2021-22	2022-23	2023-24	2024-25	
SUMMARY OF FUNDING					
General Assumptions					
COLA & Augmentation	5.07%	6.56%	5.38%	4.02%	
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%	
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	
LCFF Entitlement					
Base Grant	\$1,612,602	\$1,805,214	\$1,884,023	\$1,836,198	
Grade Span Adjustment	-	-	-	-	
Supplemental Grant	152,778	176,983	185,388	173,961	
Concentration Grant	-	-	-	-	
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	
Add-ons: Home-to-School Transportation	-	-	-	-	
Add-ons: Small School District Bus Replacement Program	-	-	-	-	
Add-ons: Transitional Kindergarten	-	-	-	-	
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	\$1,765,380	\$1,982,197	\$2,069,411	\$2,010,159	
Miscellaneous Adjustments	-	-	-	-	
Economic Recovery Target	-	-	-	-	
Additional State Aid	-	-	-	-	
Total LCFF Entitlement	1,765,380	1,982,197	2,069,411	2,010,159	
LCFF Entitlement Per ADA	\$ 9,259	\$ 9,897	\$ 10,433	\$ 10,816	
Components of LCFF By Object Code					
State Aid (Object Code 8011)	\$ 730,273	\$ 875,711	\$ 968,289	\$ 962,543	
EPA (for LCFF Calculation purposes)	\$ 38,132	\$ 40,058	\$ 39,672	\$ 37,170	
<i>Local Revenue Sources:</i>					
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	
In-Lieu of Property Taxes (Object Code 8096)	996,975	1,066,428	1,061,450	1,010,446	
Property Taxes net of In-Lieu	\$ -	\$ -	\$ -	\$ -	
TOTAL FUNDING	1,765,380	1,982,197	2,069,411	2,010,159	
Basic Aid Status	\$ -	\$ -	\$ -	\$ -	
Excess Taxes	\$ -	\$ -	\$ -	\$ -	
EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	
Total LCFF Entitlement	1,765,380	1,982,197	2,069,411	2,010,159	
SUMMARY OF EPA					
% of Adjusted Revenue Limit - Annual	49.17914663%	49.17914663%	49.17914663%	49.17914663%	
% of Adjusted Revenue Limit - P-2	49.17914663%	49.17914663%	49.17914663%	49.17914663%	
EPA (for LCFF Calculation purposes)	\$ 38,132	\$ 40,058	\$ 39,672	\$ 37,170	
EPA, Current Year (Object Code 8012)	\$ 38,132	\$ 40,058	\$ 39,672	\$ 37,170	
(P-2 plus Current Year Accrual)					
EPA, Prior Year Adjustment (Object Code 8019)	\$ (16,744.37)	\$ -	\$ -	\$ -	
(P-A less Prior Year Accrual)					
Accrual (from Data Entry tab)	-	-	-	-	
LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES					
Base Grant (Excludes add-ons for TIIG and Transportation)	\$ 1,612,602	\$ 1,805,214	\$ 1,884,023	\$ 1,836,198	
Supplemental and Concentration Grant funding in the LCAP year	\$ 152,778	\$ 176,983	\$ 185,388	\$ 173,961	
Percentage to Increase or Improve Services	9.47%	9.80%	9.84%	9.47%	
SUMMARY OF STUDENT POPULATION					
Unduplicated Pupil Population					
Enrollment	198	208	206	193	
COE Enrollment	-	-	-	-	
Total Enrollment	198	208	206	193	
Unduplicated Pupil Count	105	99	98	91	
COE Unduplicated Pupil Count	-	-	-	-	
Total Unduplicated Pupil Count	105	99	98	91	
Rolling %, Supplemental Grant	47.3700%	49.0200%	49.2000%	47.3700%	
Rolling %, Concentration Grant	47.3700%	49.0200%	49.2000%	47.3700%	

Object Range	Budget/Beg. Balance	2022												2023											
		July	August	September	October	November	December	January	February	March	April	May	June	Accruals											
A. BEGINNING CASH	546,927	546,927	499,522	383,283	443,182	464,154	474,053	523,372	544,894	574,228	681,015	674,234	674,278	674,278											
B. RECEIPTS																									
LCFF Sources																									
Principal Apportionment	8010-8019	915,769	43,786	88,828	78,814	78,814	88,828	78,814	78,814	88,828	78,814	78,814	88,828	88,828											
Property Taxes	8020-8079	0	0	0	0	0	0	0	0	0	0	0	0	0											
Miscellaneous Funds & LCFF Transfers	8080-8099	1,066,428	63,986	127,971	85,314	85,314	85,314	85,314	85,314	149,300	74,650	74,650	74,650	74,650											
Federal Revenue	8100-8299	49,234	12,309	0	0	0	12,308	0	0	12,309	0	0	12,308	12,308											
Other State Revenue	8300-8599	141,091	(3,851)	0	4,954	0	19,083	3,851	8,116	0	6,181	0	60,223	42,534											
Other Local Revenue	8600-8799	9,252	84	0	269	133	3,223	285	364	0	1,333	76	0	3,485											
Interfund Transfers In	8910-8929	0	0	0	0	0	0	0	0	0	0	0	0	0											
All Other Financing Sources	8930-8999	0	0	0	0	0	0	0	0	0	0	0	0	0											
TOTAL RECEIPTS		2,181,774	39,935	120,164	216,800	169,351	208,757	168,264	172,608	250,437	160,978	153,540	236,009	120,659											
C. DISBURSEMENTS																									
Certified Salaries	1000-1999	937,867	9,232	81,822	82,013	84,049	80,715	78,823	81,738	80,939	81,973	83,040	78,945	31,413											
Classified Salaries	2000-2999	208,027	3,151	11,883	15,780	15,507	16,965	17,238	17,684	17,051	22,489	16,844	20,458	14,517											
Employee Benefits	3000-3999	529,736	12,556	34,934	37,262	37,143	36,279	33,885	34,333	34,110	34,857	34,889	117,406	45,577											
Books and Supplies	4000-4999	54,441	1,725	15,120	2,799	1,796	4,307	2,279	408	378	1,907	3,684	5,168	5,250											
Services	5000-5999	309,981	0	3,618	19,067	9,884	21,172	14,517	9,111	11,173	26,533	15,039	165,302	7,973											
Capital Outlay	6000-6999	0	0	0	0	0	0	0	0	0	0	0	0	0											
Other Outgo	7000-7499	0	0	0	0	0	0	0	0	0	0	0	0	0											
Interfund Transfers Out	7600-7629	0	0	0	0	0	0	0	0	0	0	0	0	0											
All Other Financing Uses	7630-7699	0	0	0	0	0	0	0	0	0	0	0	0	0											
TOTAL DISBURSEMENTS		2,040,052	26,664	147,377	156,901	148,379	159,438	146,742	143,278	143,651	167,759	153,496	381,279	104,230											
D. BALANCE SHEET ITEMS																									
Assets and Deferred Outflows																									
Cash Not in Treasury	9111-9199	0	0	0	0	0	0	0	0	0	0	0	0	0											
Accounts Receivable	9200-9299	62,535	50,913	1,244	0	0	0	0	0	0	0	0	0	(120,669)											
Due From Other Funds	9310	0	0	0	0	0	0	0	0	0	0	0	0	0											
Stores	9320	0	0	0	0	0	0	0	0	0	0	0	0	0											
Prepaid Expenditures	9330	0	0	0	0	0	0	0	0	0	0	0	0	0											
Other Current Assets	9340	0	0	0	0	0	0	0	0	0	0	0	0	0											
Deferred Outflows of Resources	9490	0	0	0	0	0	0	0	0	0	0	0	0	0											
SUBTOTAL		62,535	50,913	1,244	0	0	0	0	0	0	0	0	0	(120,669)											
Liabilities and Deferred Inflows																									
Accounts Payable	9500-9599	201,859	111,589	90,270	0	0	0	0	0	0	0	0	0	(104,730)											
Due To Other Funds	9610	0	0	0	0	0	0	0	0	0	0	0	0	0											
Current Loans	9640	0	0	0	0	0	0	0	0	0	0	0	0	0											
Unearned Revenues	9650	0	0	0	0	0	0	0	0	0	0	0	0	0											
Deferred Inflows of Resources	9690	0	0	0	0	0	0	0	0	0	0	0	0	0											
SUBTOTAL		201,859	111,589	90,270	0	0	0	0	0	0	0	0	0	(104,730)											
Nonoperating																									
Suspense Clearing	9910	0	0	0	0	0	0	0	0	0	0	0	0	0											
TOTAL BALANCE SHEET ITEMS		(139,324)	(60,676)	(89,026)	0	0	0	0	0	0	0	0	0	(15,939)											
E. NET INCREASE/DECREASE (B - C + D)		2,398	(47,405)	(116,239)	59,899	20,972	9,899	49,319	21,522	29,334	(6,781)	44	(167,209)	31,878											
F. ENDING CASH (A + E)		499,522	383,283	443,182	464,154	474,053	523,372	544,894	574,228	681,015	674,234	674,278	507,069	0											
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS																									

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,111,876.00	3,278,253.00	5.3%
2) Federal Revenue		8100-8299	729,165.00	63,466.00	-91.3%
3) Other State Revenue		8300-8599	279,079.00	222,358.00	-20.3%
4) Other Local Revenue		8600-8799	12,052.00	12,052.00	0.0%
5) TOTAL, REVENUES			4,132,172.00	3,576,129.00	-13.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	1,736,357.00	1,655,452.00	-4.7%
2) Classified Salaries		2000-2999	366,710.00	317,150.00	-13.5%
3) Employee Benefits		3000-3999	897,875.00	894,058.00	-0.4%
4) Books and Supplies		4000-4999	525,610.00	143,090.00	-72.8%
5) Services and Other Operating Expenditures		5000-5999	658,047.00	487,656.00	-25.9%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			4,184,599.00	3,497,406.00	-16.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(52,427.00)	78,723.00	-250.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	10,000.00	10,000.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(10,000.00)	(10,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(62,427.00)	68,723.00	-210.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	537,869.00	1,089,382.00	102.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			537,869.00	1,089,382.00	102.5%
d) Other Restatements		9795	613,940.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,151,809.00	1,089,382.00	-5.4%
2) Ending Balance, June 30 (E + F1e)			1,089,382.00	1,158,105.00	6.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	6,000.00	6,000.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	460,305.89	909,533.87	97.6%
POCS - Reserve for Cash Flow @ 11%	0000	9760	274,306.12		
NWP - Reserve for Cash Flow @ 11%	0000	9760	185,999.77		
POCS - Estimated Cost for Signed TA 2022-25	0000	9760		336,724.15	
POCS - Reserve for Cash Flow @ 11%	0000	9760		224,405.72	
NWP - Estimated Cost for Signed TA 2022-25	0000	9760		243,802.31	
NWP - Reserve for Cash Flow @ 11% (did not meet)	0000	9760		104,601.69	
d) Assigned					
Other Assignments		9780	555,586.11	175,081.13	-68.5%
POCS - Facilities & Instructional Materials	0000	9780	153,223.20		
NWP - Facilities & Instructional Materials	0000	9780	235,403.23		
Reserve for Economic Uncertainties	0000	9780	166,959.68		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
POCS - Facilities & Instructional Materials	0000	9780		26,267.05	
Reserve for Economic Uncertainties	0000	9780		148,814.08	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,243,032.25		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	6,000.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,249,032.25		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	683.65		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			683.65		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			1,248,348.60		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	1,298,363.00	1,475,608.00	13.7%
Education Protection Account State Aid - Current Year		8012	131,756.00	107,989.00	-18.0%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	1,681,757.00	1,694,656.00	0.8%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,111,876.00	3,278,253.00	5.3%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	41,708.00	35,870.00	-14.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%

NORTHWEST PREP

2022-23
Budget Report

2022-23 Budget Development

Based on the May Revise and BASC LCFF Calculator

District 43 Fund 09

	Budget Year	Subsequent	Subsequent
Revenue	2022-2023	2023-2024	2024-2025
LCFF Target COLA	6.56%	5.38%	4.02%
Enrollment	Estimated: 127	Estimated: 133	Estimated: 134
ADA (Projected P-2)	Estimated Actual: 117.99	Estimated Actual: 123.69	Estimated Actual: 125.96
Supplemental Grant % - 3-Year Rolling %	46.02%	45.93%	47.89%
Concentration Grant % - District's % applies for Charter Schools	55.64%	55.87%	53.90%
Other Revenue Changes			
Federal	FY22-23 has increased revenues and corresponding expenditure increases due to remaining one-time COVID funds		
State	FY22-23 has increased revenues and corresponding expenditure increases due to remaining one-time COVID funds		
Local			
Expenditures	2022-2023	2023-2024	2023-2024
Certificated Salaries			
Staffing: FTE (includes Admin)	7.6	7.6	7.6
Step & Column	Actual expected costs are reflected	Actual expected costs are reflected	Actual expected costs are reflected
Contract Days - POEA	185	185	185
Classified Salaries			
Staffing: FTE (includes Management & Confidential)	3.05	3.05	3.05
Step & Column	Actual expected costs are reflected	Actual expected costs are reflected	Actual expected costs are reflected
Benefits			
STRS (State Teachers' Retirement System)	19.10%	19.10%	19.10%
PERS (Public Employees' Retirement System)	25.37%	25.20%	24.60%
FICA (Social Security)	6.20%	6.20%	6.20%
Medicare	1.45%	1.45%	1.45%
SUI (State Unemployment Insurance)	0.50%	0.50%	0.20%
WCI (Worker's Compensation Insurance)	1.51%	1.51%	1.51%

NORTHWEST PREP CHARTER SCHOOL BUDGET ASSUMPTIONS

<i>Expenditures continued</i>	2022-2023	2023-2024	2023-2024
<i>Health/Welfare Benefits</i>			
Medical	Caps are \$850 single, \$1,000 double, \$1,200 family	Caps are \$850 single, \$1,000 double, \$1,200 family	Caps are \$850 single, \$1,000 double, \$1,200 family
Dental/Vision/Life	No cap	No cap	No cap
Retiree Health Benefits	Caps vary according to contract	Caps vary according to contract	Caps vary according to contract
Retirement Incentive	\$ -	\$ -	\$ -
<i>Other Expenditures</i>			
Books & Supplies	Minimal Changes	Minimal Changes	Minimal Changes
Services & Other Operating Expenses	Repay Rent to POUSD Fund 25: \$10,000	Repay Rent to POUSD Fund 25: \$10,000	Repay Rent to POUSD Fund 25: \$10,000
Capital Outlay	None	None	None
Special Ed Contribution	\$10,000	\$10,000	\$10,000

Northwest Prep Charter (106344) - FY2022/23 Budget Development		5/20/2022			
	2021-22	2022-23	2023-24	2024-25	
SUMMARY OF FUNDING					
General Assumptions					
COLA & Augmentation	5.07%	6.56%	5.38%	4.02%	
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%	
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	
LCFF Entitlement					
Base Grant	\$1,199,960	\$1,159,386	\$1,279,582	\$1,358,340	
Grade Span Adjustment	33,343	29,460	32,703	38,034	
Supplemental Grant	113,193	107,210	121,990	128,159	
Concentration Grant	-	-	-	-	
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	
Add-ons: Home-to-School Transportation	-	-	-	-	
Add-ons: Small School District Bus Replacement Program	-	-	-	-	
Add-ons: Transitional Kindergarten	-	-	-	-	
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	\$1,346,496	\$1,296,056	\$1,434,275	\$1,524,533	
Miscellaneous Adjustments	-	-	-	-	
Economic Recovery Target	-	-	-	-	
Additional State Aid	-	-	-	-	
Total LCFF Entitlement	1,346,496	1,296,056	1,434,275	1,524,533	
LCFF Entitlement Per ADA	\$ 10,206	\$ 10,984	\$ 11,596	\$ 12,103	
Components of LCFF By Object Code					
State Aid (Object Code 8011)	\$ 568,090	\$ 599,897	\$ 704,485	\$ 781,350	
EPA (for LCFF Calculation purposes)	\$ 93,624	\$ 67,931	\$ 67,909	\$ 58,352	
<i>Local Revenue Sources:</i>					
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	
In-Lieu of Property Taxes (Object Code 8096)	684,782	628,228	661,881	684,831	
Property Taxes net of In-Lieu	\$ -	\$ -	\$ -	\$ -	
TOTAL FUNDING	1,346,496	1,296,056	1,434,275	1,524,533	
Basic Aid Status	\$ -	\$ -	\$ -	\$ -	
Excess Taxes	\$ -	\$ -	\$ -	\$ -	
EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	
Total LCFF Entitlement	1,346,496	1,296,056	1,434,275	1,524,533	
SUMMARY OF EPA					
% of Adjusted Revenue Limit - Annual	49.17914663%	49.17914663%	49.17914663%	49.17914663%	
% of Adjusted Revenue Limit - P-2	49.17914663%	49.17914663%	49.17914663%	49.17914663%	
EPA (for LCFF Calculation purposes)	\$ 93,624	\$ 67,931	\$ 67,909	\$ 58,352	
EPA, Current Year (Object Code 8012)	\$ 93,625	\$ 67,931	\$ 67,909	\$ 58,352	
(P-2 plus Current Year Accrual)					
EPA, Prior Year Adjustment (Object Code 8019)	\$ (8,590.58)	\$ -	\$ -	\$ -	
(P-A less Prior Year Accrual)					
Accrual (from Data Entry tab)	-	-	-	-	
LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES					
Base Grant (Excludes add-ons for TIIG and Transportation)	\$ 1,233,303	\$ 1,188,846	\$ 1,312,285	\$ 1,396,374	
Supplemental and Concentration Grant funding in the LCAP year	\$ 113,193	\$ 107,210	\$ 121,990	\$ 128,159	
Percentage to Increase or Improve Services	9.18%	9.02%	9.30%	9.18%	
SUMMARY OF STUDENT POPULATION					
Unduplicated Pupil Population					
Enrollment	143	127	133	134	
COE Enrollment	-	-	-	-	
Total Enrollment	143	127	133	134	
Unduplicated Pupil Count	68	58	61	61	
COE Unduplicated Pupil Count	-	-	-	-	
Total Unduplicated Pupil Count	68	58	61	61	
Rolling %, Supplemental Grant	45.8900%	45.0900%	46.4800%	45.8900%	
Rolling %, Concentration Grant	45.8900%	45.0900%	46.4800%	45.8900%	

Description (Object range) [Sum Detail]	2022-23			2023-24			2024-25		
	Base Year	Year 2	Year 3	Base Year	Year 2	Year 3	Base Year	Year 2	Year 3

A. REVENUES & OTHER FINANCING SOURCES [Sum Lines

A1-AS6]	\$1,394,355.00	\$1,532,580.12	\$1,622,946.56	\$1,323,666.00	\$1,461,210.62	\$1,551,196.72	\$70,689.00	\$71,369.50	\$71,809.84
1. LCFF/Revenue Limit Sources (8010-8099)	1,296,056.00	1,434,275.00	1,524,533.00	1,296,056.00	1,434,275.00	1,524,533.00	0.00	0.00	0.00
2. Federal Revenues (8100-8299)	14,232.00	14,232.00	14,232.00	0.00	0.00	0.00	14,232.00	14,232.00	14,232.00
3. Other State Revenues (8300-8599)	81,267.00	81,521.10	81,721.18	24,810.00	25,064.10	25,264.18	56,457.00	56,457.00	56,457.00
4. Other Local Revenues (8600-8799)	2,800.00	2,552.02	2,460.38	2,800.00	2,552.02	2,460.38	0.00	0.00	0.00
5. Other Financing Sources									
a. Transfers In (8900-8929)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
b. Other Sources (8930-8979)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
c. Contributions (8980-8999)	0.00	0.00	0.00	0.00	(680.50)	(1,120.84)	0.00	680.50	1,120.84

B. EXPENDITURES & OTHER FINANCING USES [Sum Lines

B1-B10]	\$1,467,354.00	\$1,498,058.63	\$1,528,366.22	\$1,396,665.00	\$1,426,689.13	\$1,456,556.38	\$70,689.00	\$71,369.50	\$71,809.84
1. Certificated Salaries (1000-1999)	717,585.00	735,524.64	753,912.76	717,585.00	735,524.64	753,912.76	0.00	0.00	0.00
2. Classified Salaries (2000-2999)	109,123.00	110,759.86	112,421.26	109,123.00	110,759.86	112,421.26	0.00	0.00	0.00
3. Employee Benefits (3000-3999)	364,322.00	367,087.56	371,934.32	315,875.00	318,640.56	323,487.32	48,447.00	48,447.00	48,447.00
4. Books and Supplies (4000-4999)	88,649.00	91,432.57	93,233.79	69,167.00	71,338.84	72,744.22	19,482.00	20,093.73	20,489.57
5. Services and Other Operating Expenditures (5000-5999)	177,675.00	183,254.00	186,664.09	175,485.00	180,995.23	184,560.82	2,190.00	2,258.77	2,303.27
6. Capital Outlay (6000-6999)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7. Other Outgo (excluding Transfers of Indirect Costs) (7100-7299, 7400-7499)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8. Other Outgo - Transfers of Indirect Costs (7300-7399)	0.00	0.00	0.00	(570.00)	(570.00)	(570.00)	570.00	570.00	570.00
9. Other Financing Uses									
a. Transfers Out (7600-7629)	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	0.00	0.00	0.00
b. Other Uses (7630-7699)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10. Other Adjustments (described in assumptions)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

C. NET INCREASE (DECREASE) IN FUND BALANCE

	(72,999.00)	34,521.49	94,580.34	(72,999.00)	34,521.49	94,580.34	0.00	0.00	0.00
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D. FUND BALANCE

1. Beginning Fund Balance (9791-9795)	542,455.00	469,456.00	503,977.49	491,615.00	418,616.00	453,137.49	50,840.00	50,840.00	50,840.00
2. Ending Fund Balance [Sum lines D2a-D2e]	\$469,456.00	\$503,977.49	\$598,557.83	\$418,616.00	\$453,137.49	\$547,717.83	\$50,840.00	\$50,840.00	\$50,840.00
a. Nonspendable (9710-9719)	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	0.00	0.00	0.00
b. Restricted (9740)	50,840.00	50,840.00	50,840.00	0.00	0.00	0.00	50,840.00	50,840.00	50,840.00
c. Committed									
1. Stabilization Arrangements (9750)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2. Other Commitments (9760)	348,404.00	329,032.00	248,269.00	348,404.00	329,032.00	248,269.00	0.00	0.00	0.00
Estimated Cost for Signed TA	243,803.00	164,246.00	80,149.00	243,803.00	164,246.00	80,149.00	0.00	0.00	0.00
Reserve for Cash Flow (not meeting 11% - \$161,409 22/23)	104,601.00	164,786.00	168,120.00	104,601.00	164,786.00	168,120.00	0.00	0.00	0.00
d. Assigned									
1. Other Assignments (9780)	0.00	61,182.49	235,313.83	0.00	61,182.49	235,313.83	0.00	0.00	0.00
Facilities & Instructional Materials	0.00	61,182.49	235,313.83	0.00	61,182.49	235,313.83	0.00	0.00	0.00
e. Unassigned/Unappropriated									
1. Reserve for Economic Uncertainties (9789)	67,212.00	59,923.00	61,135.00	67,212.00	59,923.00	61,135.00	0.00	0.00	0.00
2. Unassigned/Unappropriated (9790)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,111,876.00	3,278,253.00	5.3%
2) Federal Revenue		8100-8299	729,165.00	63,466.00	-91.3%
3) Other State Revenue		8300-8599	279,079.00	222,358.00	-20.3%
4) Other Local Revenue		8600-8799	12,052.00	12,052.00	0.0%
5) TOTAL, REVENUES			4,132,172.00	3,576,129.00	-13.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	1,736,357.00	1,655,452.00	-4.7%
2) Classified Salaries		2000-2999	366,710.00	317,150.00	-13.5%
3) Employee Benefits		3000-3999	897,875.00	894,058.00	-0.4%
4) Books and Supplies		4000-4999	525,610.00	143,090.00	-72.8%
5) Services and Other Operating Expenditures		5000-5999	658,047.00	487,656.00	-25.9%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			4,184,599.00	3,497,406.00	-16.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(52,427.00)	78,723.00	-250.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	10,000.00	10,000.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(10,000.00)	(10,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(62,427.00)	68,723.00	-210.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	537,869.00	1,089,382.00	102.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			537,869.00	1,089,382.00	102.5%
d) Other Restatements		9795	613,940.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,151,809.00	1,089,382.00	-5.4%
2) Ending Balance, June 30 (E + F1e)			1,089,382.00	1,158,105.00	6.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	6,000.00	6,000.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments					
POCS - Reserve for Cash Flow @ 11%	0000	9760	274,306.12		
NWP - Reserve for Cash Flow @ 11%	0000	9760	185,999.77		
POCS - Estimated Cost for Signed TA 2022-25	0000	9760		336,724.15	
POCS - Reserve for Cash Flow @ 11%	0000	9760		224,405.72	
NWP - Estimated Cost for Signed TA 2022-25	0000	9760		243,802.31	
NWP - Reserve for Cash Flow @ 11% (did not meet)	0000	9760		104,601.69	
d) Assigned					
Other Assignments		9780	555,586.11	175,081.13	-68.5%
POCS - Facilities & Instructional Materials	0000	9780	153,223.20		
NWP - Facilities & Instructional Materials	0000	9780	235,403.23		
Reserve for Economic Uncertainties	0000	9780	166,959.68		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
POCS - Facilities & Instructional Materials	0000	9780		26,267.05	
Reserve for Economic Uncertainties	0000	9780		148,814.08	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,243,032.25		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	6,000.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,249,032.25		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	683.65		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			683.65		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			1,248,348.60		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	1,298,363.00	1,475,608.00	13.7%
Education Protection Account State Aid - Current Year		8012	131,756.00	107,989.00	-18.0%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	1,681,757.00	1,694,656.00	0.8%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,111,876.00	3,278,253.00	5.3%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	41,708.00	35,870.00	-14.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%

DISTRICT K-6
PROGRAM
SACS REPORTS

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	246.79	246.79	268.91	258.99	258.99	265.08
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	246.79	246.79	268.91	258.99	258.99	265.08
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	4.53	4.53	4.53	5.64	5.64	5.64
c. Special Education-NPS/LCI						
d. Special Education Extended Year	.49	.49	.49	0.00		
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	5.02	5.02	5.02	5.64	5.64	5.64

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	251.81	251.81	273.93	264.63	264.63	270.72
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA	576.09	576.09	576.09	565.52	565.52	565.52
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c) (4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	576.09	576.09	576.09	565.52	565.52	565.52
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA	322.59	322.59	322.59	318.28	318.28	318.28
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c) (4)(A)]						

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	322.59	322.59	322.59	318.28	318.28	318.28
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	898.68	898.68	898.68	883.80	883.80	883.80

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	10,000.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					10,000.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
Fund Reconciliation								
TOTALS	0.00	0.00	0.00	0.00	10,000.00	10,000.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	10,908,928.00	187,037.00	11,095,965.00	11,336,453.00	187,037.00	11,523,490.00	3.9%
2) Federal Revenue		8100-8299	0.00	3,269,329.00	3,269,329.00	0.00	522,125.00	522,125.00	-84.0%
3) Other State Revenue		8300-8599	160,149.00	1,248,832.00	1,408,981.00	159,559.00	890,978.00	1,050,537.00	-25.4%
4) Other Local Revenue		8600-8799	797,768.00	513,006.00	1,310,774.00	519,505.00	513,006.00	1,032,511.00	-21.2%
5) TOTAL, REVENUES			11,866,845.00	5,218,204.00	17,085,049.00	12,015,517.00	2,113,146.00	14,128,663.00	-17.3%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	4,180,613.00	1,389,588.00	5,570,201.00	4,240,569.00	597,307.00	4,837,876.00	-13.1%
2) Classified Salaries		2000-2999	1,292,308.00	1,094,908.00	2,387,216.00	1,497,754.00	454,779.00	1,952,533.00	-18.2%
3) Employee Benefits		3000-3999	1,978,042.00	1,389,425.00	3,367,467.00	2,248,867.00	982,863.00	3,231,730.00	-4.0%
4) Books and Supplies		4000-4999	128,613.00	1,259,873.00	1,388,486.00	172,808.00	324,467.00	497,275.00	-64.2%
5) Services and Other Operating Expenditures		5000-5999	1,275,821.00	2,899,128.00	4,174,949.00	1,136,692.00	2,235,324.00	3,372,016.00	-19.2%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(195,174.00)	195,174.00	0.00	(190,538.00)	190,538.00	0.00	0.0%
9) TOTAL, EXPENDITURES			8,660,223.00	8,228,096.00	16,888,319.00	9,106,152.00	4,785,278.00	13,891,430.00	-17.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			3,206,622.00	(3,009,892.00)	196,730.00	2,909,365.00	(2,672,132.00)	237,233.00	20.6%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,000,000.00	0.00	1,000,000.00	0.00	0.00	0.00	-100.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(2,633,906.00)	2,633,906.00	0.00	(2,672,132.00)	2,672,132.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(3,633,906.00)	2,633,906.00	(1,000,000.00)	(2,672,132.00)	2,672,132.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(427,284.00)	(375,986.00)	(803,270.00)	237,233.00	0.00	237,233.00	-129.5%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	5,882,772.00	404,378.00	6,287,150.00	5,455,488.00	28,392.00	5,483,880.00	-12.8%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,882,772.00	404,378.00	6,287,150.00	5,455,488.00	28,392.00	5,483,880.00	-12.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,882,772.00	404,378.00	6,287,150.00	5,455,488.00	28,392.00	5,483,880.00	-12.8%
2) Ending Balance, June 30 (E + F1e)			5,455,488.00	28,392.00	5,483,880.00	5,692,721.00	28,392.00	5,721,113.00	4.3%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	3,000.00	0.00	3,000.00	3,000.00	0.00	3,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	28,392.00	28,392.00	0.00	28,392.00	28,392.00	0.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	1,857,715.00	0.00	1,857,715.00	3,369,315.00	0.00	3,369,315.00	81.4%
Reserve for Cash Flow @ 11%	0000	9760	1,857,715.00		1,857,715.00			0.00	
Reserve for Cash Flow	0000	9760			0.00	1,528,058.00		1,528,058.00	
Estimated Cost for Signed TA for 2022-25	0000	9760			0.00	1,841,257.00		1,841,257.00	
d) Assigned									
Other Assignments		9780	2,919,240.00	0.00	2,919,240.00	1,764,748.00	0.00	1,764,748.00	-39.5%
Special Ed & Facilities	0000	9780	2,919,240.00		2,919,240.00			0.00	
Special Ed & Facilities	0000	9780			0.00	1,764,748.00		1,764,748.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	675,533.00	0.00	675,533.00	555,658.00	0.00	555,658.00	-17.7%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	7,514,605.91	(2,300,242.54)	5,214,363.37				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	3,000.00	0.00	3,000.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	400,614.00	400,000.00	-0.2%
3) Other State Revenue		8300-8599	27,000.00	27,000.00	0.0%
4) Other Local Revenue		8600-8799	250.00	250.00	0.0%
5) TOTAL, REVENUES			427,864.00	427,250.00	-0.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	68,113.00	70,467.00	3.5%
3) Employee Benefits		3000-3999	22,089.00	24,997.00	13.2%
4) Books and Supplies		4000-4999	352,172.00	352,172.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	13,839.00	13,839.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			456,213.00	461,475.00	1.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(28,349.00)	(34,225.00)	20.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(28,349.00)	(34,225.00)	20.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	102,251.00	73,902.00	-27.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			102,251.00	73,902.00	-27.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			102,251.00	73,902.00	-27.7%
2) Ending Balance, June 30 (E + F1e)			73,902.00	39,677.00	-46.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	3,000.10	0.00	-100.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	70,901.90	39,677.00	-44.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	30,961.33		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	3,000.10		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,100.00	1,100.00	0.0%
5) TOTAL, REVENUES			1,100.00	1,100.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,100.00	1,100.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,100.00	1,100.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	279,552.00	280,652.00	0.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			279,552.00	280,652.00	0.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			279,552.00	280,652.00	0.4%
2) Ending Balance, June 30 (E + F1e)			280,652.00	281,752.00	0.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	280,652.00	281,752.00	0.4%
Reserve for Maintenance Projects	0000	9780	280,652.00		
Reserve for Maintenance Projects	0000	9780		281,752.00	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	280,623.48		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,050.00	1,050.00	0.0%
5) TOTAL, REVENUES			1,050.00	1,050.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,050.00	1,050.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	500,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			500,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			501,050.00	1,050.00	-99.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	501,050.00	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	501,050.00	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	501,050.00	New
2) Ending Balance, June 30 (E + F1e)			501,050.00	502,100.00	0.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	501,050.00	502,100.00	0.2%
Reserve for Technology - Board approved 10.13.21	0000	9760	501,050.00		
Reserve for Technology - Board Approved 10.13.21	0000	9760		502,100.00	
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	501,033.22		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4,000.00	4,000.00	0.0%
5) TOTAL, REVENUES			4,000.00	4,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			4,000.00	4,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	500,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			500,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			504,000.00	4,000.00	-99.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	650,910.00	1,154,910.00	77.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			650,910.00	1,154,910.00	77.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			650,910.00	1,154,910.00	77.4%
2) Ending Balance, June 30 (E + F1e)			1,154,910.00	1,158,910.00	0.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	1,154,910.00	1,158,910.00	0.3%
Reserve for OPEB Liability - Board Approved 10.13.21	0000	9760	1,154,910.00		
Reserve for OPEB Liability - Board Approved 10.13.21	0000	9760		1,158,910.00	
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,154,437.05		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	26,000.00	26,000.00	0.0%
5) TOTAL, REVENUES			26,000.00	26,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	487,804.00	0.00	-100.0%
6) Capital Outlay		6000-6999	1,021,243.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,509,047.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,483,047.00)	26,000.00	-101.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	12,332.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			12,332.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,470,715.00)	26,000.00	-101.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,870,898.00	4,400,183.00	-25.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,870,898.00	4,400,183.00	-25.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,870,898.00	4,400,183.00	-25.1%
2) Ending Balance, June 30 (E + F1e)			4,400,183.00	4,426,183.00	0.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	4,400,183.00	4,426,183.00	0.6%
Reserve for BOND Approved Projects	0000	9780	4,400,183.00		
Reserve for BOND Approved Projects	0000	9780		4,426,183.00	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	5,278,136.59		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	165,000.00	165,000.00	0.0%
5) TOTAL, REVENUES			165,000.00	165,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	30,921.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	186,094.00	39,000.00	-79.0%
6) Capital Outlay		6000-6999	12,952.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			229,967.00	39,000.00	-83.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(64,967.00)	126,000.00	-293.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	10,000.00	10,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			10,000.00	10,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(54,967.00)	136,000.00	-347.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	825,047.00	770,080.00	-6.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			825,047.00	770,080.00	-6.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			825,047.00	770,080.00	-6.7%
2) Ending Balance, June 30 (E + F1e)			770,080.00	906,080.00	17.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	770,080.00	906,080.00	17.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	922,323.37		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multi-year commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the

previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

824.51
District's ADA Standard Percentage Level: 2.0%

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2019-20)	District Regular	271	273	
	Charter School	634	643	
	Total ADA	905	916	N/A
Second Prior Year (2020-21)	District Regular	263	268	
	Charter School	644	643	
	Total ADA	907	911	N/A
First Prior Year (2021-22)	District Regular	269	269	
	Charter School	576	576	
	Total ADA	845	845	0.0%
Budget Year (2022-23)	District Regular	265		
	Charter School	566		
	Total ADA	831		

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years

by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

824.5

District's Enrollment Standard Percentage Level:

2.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year		Enrollment Budget	Enrollment CBEDS Actual	Enrollment Variance Level	Status
				(If Budget is greater than Actual, else N/A)	
Third Prior Year (2019-20)	District Regular	272	278		
	Charter School	989	1,002		
	Total Enrollment	1,261	1,280	N/A	Met
Second Prior Year (2020-21)	District Regular	261	267		
	Charter School	1,004	671		
	Total Enrollment	1,265	938	25.8%	Not Met
First Prior Year (2021-22)	District Regular	254	263		
	Charter School	661	621		
	Total Enrollment	915	884	3.4%	Not Met

Budget Year (2022-23)		
District Regular		276
Charter School		608
Total Enrollment		884

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Enrollment was estimated above the standard for the first prior year. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

The District historical average has included enrollment data from charters that were not reported in the General Fund. Only General Fund data will be utilized moving forward.

- 1b. STANDARD NOT MET - Enrollment was estimated above the standard for two or more of the previous three years. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

The District historical average has included enrollment data from charters that were not reported in the General Fund. Only General Fund data will be utilized moving forward.

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year		P-2 ADA	Enrollment	Historical Ratio of ADA to Enrollment
		Estimated/Unaudited Actuals	CBEDS Actual	
		(Form A, Lines A4 and C4)	(Criterion 2, Item 2A)	
Third Prior Year (2019-20)	District Regular	268	278	71.1%
	Charter School	643	1,002	
	Total ADA/Enrollment	911	1,280	
Second Prior Year (2020-21)	District Regular	268	267	97.1%
	Charter School	643	671	
	Total ADA/Enrollment	911	938	
First Prior Year (2021-22)	District Regular	247	263	93.1%
	Charter School	576	621	
	Total ADA/Enrollment	823	884	
			Historical Average Ratio:	87.1%

District's ADA to Enrollment Standard (historical average ratio plus 0.5%): 87.6%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year		Estimated P-2 ADA	Enrollment	Ratio of ADA to Enrollment	Status
		Budget (Form A, Lines A4 and C4)	Budget/Projected (Criterion 2, Item 2A)		
Budget Year (2022-23)	District Regular	259	276	93.3%	Not Met
	Charter School	566	608		
	Total ADA/Enrollment	825	884		
1st Subsequent Year (2023-24)	District Regular	247	257	94.3%	Not Met
	Charter School	558	597		
	Total ADA/Enrollment	806	854		
2nd Subsequent Year (2024-25)	District Regular	254	260	95.3%	Not Met
	Charter School	559	593		
	Total ADA/Enrollment	813	853		

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected P-2 ADA to enrollment ratio is above the standard for one or more of the budget or two subsequent fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratio by more than 0.5%.

Explanation:
(required if NOT met)

The District historical average has included enrollment data from charters that were not reported in the General Fund; thus causing a low Historical Ratio of ADA to Enrollment. Budget Year and Subsequent Years are utilizing data that is reported in the General Fund only. This historical average will correct after a few years of reporting General Fund data only.

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)¹ and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA¹ and its economic recovery target payment, plus or minus one percent.

¹ Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

- LCFF Revenue
- Basic Aid
- Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

Projected LCFF Revenue

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	850.02	836.24	826.71	818.83
b. Prior Year ADA (Funded)		850.02	836.24	826.71
c. Difference (Step 1a minus Step 1b)		(13.78)	(9.53)	(7.88)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		(1.62%)	(1.14%)	(.95%)
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		11,336,453.00	11,762,605.00	11,983,304.00
b1. COLA percentage		6.56%	5.38%	4.02%
b2. COLA amount (proxy for purposes of this criterion)		743,671.32	632,828.15	481,728.82
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		6.6%	5.4%	4.0%
Step 3 - Total Change in Population and Funding Level				
(Step 1d plus Step 2c)		4.9%	4.2%	3.1%
LCFF Revenue Standard (Step 3, plus/minus 1%):		3.94% to 5.94%	3.24% to 5.24%	2.07% to 4.07%

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	6,147,166.00	6,147,166.00	6,147,166.00	6,147,166.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	12,590,685.00	13,031,109.00	13,485,936.00	13,678,581.00
District's Projected Change in LCFF Revenue:		3.50%	3.49%	1.43%
LCFF Revenue Standard		3.94% to 5.94%	3.24% to 5.24%	2.07% to 4.07%
Status:		Not Met	Met	Not Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:
(required if NOT met)

The modeling version of the LCFF Calculator has been developed to include changes to the declining enrollment protections for school districts only and the transitional kindergarten add-on funding proposed in the governor's 2022-23 proposed budget and related trailer bill. Two charters roll into Fund 01 and are skewing the data.

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio	
	Salaries and Benefits	Total Expenditures	of Unrestricted Salaries and Benefits	
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	to Total Unrestricted Expenditures	
Third Prior Year (2019-20)	8,003,507.99	9,568,595.78	83.6%	
Second Prior Year (2020-21)	7,993,886.40	8,848,268.21	90.3%	
First Prior Year (2021-22)	7,450,963.00	8,660,223.00	86.0%	
	Historical Average Ratio:		86.7%	

District's Reserve Standard Percentage (Criterion 10B, Line 4):	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
	4.0%	4.0%	4.0%

District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
	82.7% to 90.7%	82.7% to 90.7%	82.7% to 90.7%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not,

enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio		Status
	Salaries and Benefits	Total Expenditures	of Unrestricted Salaries and Benefits		
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	to Total Unrestricted Expenditures		
Budget Year (2022-23)	7,987,190.00	9,106,152.00	87.7%		Met
1st Subsequent Year (2023-24)	8,133,890.98	9,441,132.12	86.2%		Met
2nd Subsequent Year (2024-25)	8,295,949.43	9,632,696.82	86.1%		Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
 (required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	4.94%	4.24%	3.07%
2. District's Other Revenues and Expenditures			
Standard Percentage Range (Line 1, plus/minus 10%):	-5.06% to 14.94%	-5.76% to 14.24%	-6.93% to 13.07%
3. District's Other Revenues and Expenditures			
Explanation Percentage Range (Line 1, plus/minus 5%):	-0.06% to 9.94%	-0.76% to 9.24%	-1.93% to 8.07%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent

years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2021-22)	3,269,329.00		
Budget Year (2022-23)	522,125.00	(84.03%)	Yes

1st Subsequent Year (2023-24)
2nd Subsequent Year (2024-25)

522,125.00	0.00%	No
522,125.00	0.00%	No

Explanation:
(required if Yes)

First Prior Year reflects one-time federal COVID revenues, such as ESSER & GEER, that are not budgeted in subsequent years.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)

First Prior Year (2021-22)
Budget Year (2022-23)
1st Subsequent Year (2023-24)
2nd Subsequent Year (2024-25)

1,408,981.00		
1,050,537.00	(25.44%)	Yes
760,923.56	(27.57%)	Yes
762,443.71	.20%	No

Explanation:
(required if Yes)

First Prior Year reflects one-time state revenues, such as Expanded Learning Opportunity Grants (Resource 7425/7426) that are not budgeted in subsequent years. In 2022/23, Resource 7028 - Kitchen Infrastructure, Resource 7029 - Kitchen Training, and Resource 7422 - In Person Grant revenues are included but not in following years.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)

First Prior Year (2021-22)
Budget Year (2022-23)
1st Subsequent Year (2023-24)
2nd Subsequent Year (2024-25)

1,310,774.00		
1,032,511.00	(21.23%)	Yes
1,028,171.38	(.42%)	No
1,026,567.60	(.16%)	No

Explanation:
(required if Yes)

Did not budget Rincon Valley Partnership refund and decreased SMAA projected revenue, per SELPA in 2022-23.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2021-22)
Budget Year (2022-23)
1st Subsequent Year (2023-24)
2nd Subsequent Year (2024-25)

1,388,486.00		
497,275.00	(64.19%)	Yes
472,044.82	(5.07%)	Yes
481,344.11	1.97%	No

Explanation:
(required if Yes)

First Prior Year includes COVID expenditures from one-time federal and state revenues that are not budgeted in subsequent years. Additionally, restricted resources such as 7028 - Kitchen Infrastructure and 7422 In-Person Grant expenses are only budgeted in 2022-23.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2021-22)
Budget Year (2022-23)
1st Subsequent Year (2023-24)
2nd Subsequent Year (2024-25)

4,174,949.00		
3,372,016.00	(19.23%)	Yes
3,498,891.47	3.76%	No
3,567,819.63	1.97%	No

Explanation:
(required if Yes)

First Prior Year includes expenditures from one-time federal and state revenues that are not budgeted in subsequent years.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2021-22)	5,989,084.00		
Budget Year (2022-23)	2,605,173.00	(56.50%)	Not Met
1st Subsequent Year (2023-24)	2,311,219.94	(11.28%)	Not Met
2nd Subsequent Year (2024-25)	2,311,136.31	0.00%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2021-22)	5,563,435.00		
Budget Year (2022-23)	3,869,291.00	(30.45%)	Not Met
1st Subsequent Year (2023-24)	3,970,936.29	2.63%	Met
2nd Subsequent Year (2024-25)	4,049,163.74	1.97%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:

Federal Revenue
(linked from 6B
if NOT met)

First Prior Year reflects one-time federal COVID revenues, such as ESSER & GEER, that are not budgeted in subsequent years.

Explanation:

Other State Revenue
(linked from 6B
if NOT met)

First Prior Year reflects one-time state revenues, such as Expanded Learning Opportunity Grants (Resource 7425/7426) that are not budgeted in subsequent years. In 2022/23, Resource 7028 - Kitchen Infrastructure, Resource 7029 - Kitchen Training, and Resource 7422 - In Person Grant revenues are included but not in following years.

Explanation:

Other Local Revenue
(linked from 6B
if NOT met)

Did not budget Rincon Valley Partnership refund and decreased SMAA projected revenue, per SELPA in 2022-23.

- 1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:

Books and Supplies
(linked from 6B)

First Prior Year includes COVID expenditures from one-time federal and state revenues that are not budgeted in subsequent years. Additionally, restricted resources such as 7028 - Kitchen Infrastructure and 7422 In-Person Grant expenses are only budgeted in 2022-23.

if NOT met)

Explanation:

Services and Other Exps

(linked from 6B

if NOT met)

First Prior Year includes expenditures from one-time federal and state revenues that are not budgeted in subsequent years.

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE:

EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute excludes the following resource codes from the total general fund expenditures calculation: 3210, 3212, 3213, 3214, 3215, 3216, 3218, 3219, 5316, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

- 1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation? No
- b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) 0.00
(Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3210, 3212, 3213, 3214, 3215, 3216, 3218, 3219, 5316, 7027, and 7690)

13,364,667.00

b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)

0.00

3% Required Budgeted Contribution¹
Minimum
Contribution to the Ongoing and Major
(Line 2c times 3%) Maintenance Account Status

c. Net Budgeted Expenditures and Other Financing Uses

	13,364,667.00	400,940.01	469,871.00	Met
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¹ Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

	Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
	Other (explanation must be provided)

Explanation:
(required if NOT met
and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

		Third Prior Year (2019-20)	Second Prior Year (2020-21)	First Prior Year (2021-22)
1.	District's Available Reserve Amounts (resources 0000-1999)			
	a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
	b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	587,529.00	574,846.83	675,533.00
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	0.00	0.00
	d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	(1,688.67)	0.00	0.00
	e. Available Reserves (Lines 1a through 1d)	585,840.33	574,846.83	675,533.00
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	14,688,219.88	14,371,170.63	17,888,319.00
	b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
	c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	14,688,219.88	14,371,170.63	17,888,319.00
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	4.0%	4.0%	3.8%
District's Deficit Spending Standard Percentage Levels				
(Line 3 times 1/3):		1.3%	1.3%	1.3%

¹Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2019-20)	589,880.31	10,146,626.07	N/A	Met
Second Prior Year (2020-21)	1,159,499.14	9,566,298.50	N/A	Met
First Prior Year (2021-22)	(427,284.00)	9,660,223.00	4.4%	Not Met
Budget Year (2022-23) (Information only)	237,233.00	9,106,152.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

In 2021-22, the Board approved a one-time transfer of \$1,000,000 from General Fund to Fund 17 (\$500,000) and Fund 20 (\$500,000). Additionally, the increasing cost of General Fund to Special Ed contribution is adding to the unrestricted deficit spending in 2021-22.

9. CRITERION: Fund Balance

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level ¹	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 400,000
0.3%	400,001 and over

¹ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):

District's Fund Balance Standard Percentage Level:

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance ²		Beginning Fund Balance	
	(Form 01, Line F1e, Unrestricted Column)		Variance Level	
	Original Budget	Estimated/Unaudited Actuals	(If overestimated, else N/A)	Status
Third Prior Year (2019-20)	3,894,382.00	4,133,392.07	N/A	Met
Second Prior Year (2020-21)	3,603,573.00	4,723,272.38	N/A	Met
First Prior Year (2021-22)	5,015,466.00	5,882,772.00	N/A	Met
Budget Year (2022-23) (Information only)	5,455,488.00			

² Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses²:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or \$75,000 (greater of)	0 to 300
4% or \$75,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and over

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	825	806	813
District's Reserve Standard Percentage Level:	4%	4%	4%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?

2. If you are the SELPA AU and are excluding special education pass-through funds:

a. Enter the name(s) of the SELPA(s):

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00		

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	13,891,430.00	14,051,193.52	14,362,425.91

2.	Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3.	Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	13,891,430.00	14,051,193.52	14,362,425.91
4.	Reserve Standard Percentage Level	4%	4%	4%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	555,657.20	562,047.74	574,497.04
6.	Reserve Standard - by Amount (\$75,000 for districts with 0 to 1,000 ADA, else 0)	75,000.00	75,000.00	75,000.00
7.	District's Reserve Standard (Greater of Line B5 or Line B6)	555,657.20	562,047.74	574,497.04

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	555,658.00	562,048.00	574,498.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	0.00	0.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00	0.00	0.00
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00	0.00	0.00
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00	0.00	0.00
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	555,658.00	562,048.00	574,498.00
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	4.00%	4.00%	4.00%
District's Reserve Standard (Section 10B, Line 7):	555,657.20	562,047.74	574,497.04
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard:

-10.0% to +10.0% or
-\$20,000 to +\$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
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1a. **Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)**

First Prior Year (2021-22)	(2,633,906.00)			
Budget Year (2022-23)	(2,672,132.00)	38,226.00	1.5%	Met
1st Subsequent Year (2023-24)	(2,763,297.56)	91,165.56	3.4%	Met
2nd Subsequent Year (2024-25)	(2,844,663.44)	81,365.88	2.9%	Met

1b. **Transfers In, General Fund ***

First Prior Year (2021-22)	0.00			
Budget Year (2022-23)	0.00	0.00	0.0%	Met
1st Subsequent Year (2023-24)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2024-25)	0.00	0.00	0.0%	Met

1c. **Transfers Out, General Fund ***

First Prior Year (2021-22)	1,000,000.00			
Budget Year (2022-23)	0.00	(1,000,000.00)	(100.0%)	Not Met
1st Subsequent Year (2023-24)	5,782.00	5,782.00	New	Met
2nd Subsequent Year (2024-25)	52,845.00	47,063.00	814.0%	Not Met

1d. **Impact of Capital Projects**

Do you have any capital projects that may impact the general fund operational budget?

No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:

(required if NOT met)

- 1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:

(required if NOT met)

- 1c. NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:

(required if NOT met)

In 2021-22, the Board approved a one-time transfer of \$500,000 each to Fund 17 and Fund 20. In 2024-25, the District is projected to increase the contribution to Fund 13 since its fund balance will diminish in 2023-24.

- 1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:

(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

¹ Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multi year) commitments?
(If No, skip item 2 and Sections S6B and S6C)

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2022-23
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases				
Certificates of Participation				
General Obligation Bonds	24	51-8000	51-7400	17,944,844
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

Yes

2. For the district's OPEB:

a. Are they lifetime benefits?

No

b. Do benefits continue past age 65?

No

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

Employees must have worked in District for the prior 14 consecutive years to participate in District's retiree health program. District provides the amount of the premium, or cap, at the time of the retirement for a single person only until the age of 65. The retiree pays any difference between what the District provides and the premium. The amount the District provides is a percentage based on the age of the employee at the retirement. The percentage ranges from 75% to 100%.

3. a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

Pay-as-you-go

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or

Self-Insurance Fund	Governmental Fund
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governmental fund

	1,154,910
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4. OPEB Liabilities Data must be entered.

a. Total OPEB liability	1,353,874.00
b. OPEB plan(s) fiduciary net position (if applicable)	0.00
c. Total/Net OPEB liability (Line 4a minus Line 4b)	1,353,874.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	Jun 30, 2021

5. OPEB Contributions

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method			
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	66,413.00	66,413.00	66,413.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	50,618.00	53,596.00	64,720.00
d. Number of retirees receiving OPEB benefits	9.00	9.00	9.00

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No

2. Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

--

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs	
b. Unfunded liability for self-insurance programs	

4. Self-Insurance Contributions

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
a. Required contribution (funding) for self-insurance programs			
b. Amount contributed (funded) for self-insurance programs			

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of certificated (non-management) full - time - equivalent(FTE) positions	45.5	44	44	44

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a.	Per Government Code Section 3547.5(a), date of public disclosure board meeting:			
2b.	Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?			
	If Yes, date of Superintendent and CBO certification:			
3.	Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?			
	If Yes, date of budget revision board adoption:			
4.	Period covered by the agreement:	Begin Date:	End Date:	
5.	Salary settlement:	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
	Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			

One Year Agreement

Total cost of salary settlement			
% change in salary schedule from prior year			

or

Multiyear Agreement

Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	48,432
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	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)

7.	Amount included for any tentative salary schedule increases	0	0	0
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	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)

Certificated (Non-management) Health and Welfare (H&W) Benefits

1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	737,375	768,389	800,954
3.	Percent of H&W cost paid by employer	85.1%	81.7%	78.4%
4.	Percent projected change in H&W cost over prior year		4.2%	4.2%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments

	Budget Year	1st Subsequent Year	2nd Subsequent Year	
	(2022-23)	(2023-24)	(2024-25)	
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	62,831	62,831	62,831
3.	Percent change in step & column over prior year	1.6%	1.6%	1.6%

Certificated (Non-management) Attrition (layoffs and retirements)

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of classified(non - management) FTE positions	34.9	33.6	33.6	

Data must be entered for all years.

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

--

4. Period covered by the agreement:

Begin Date:		End Date:	
-------------	--	-----------	--

5. Salary settlement:

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

--	--	--

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

--

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

22,732

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

7. Amount included for any tentative salary schedule increases

0	0	0
---	---	---

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

Classified (Non-management) Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the budget and MYPs?

Yes Yes Yes

2. Total cost of H&W benefits

563,086 586,769 611,637

3. Percent of H&W cost paid by employer

85.1% 81.7% 78.4%

4. Percent projected change in H&W cost over prior year

4.2% 4.2%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

--

Classified (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Yes	Yes	Yes
26,767	26,767	26,767
1.6%	1.6%	1.6%

Classified (Non-management) Attrition (layoffs and retirements)

1. Are savings from attrition included in the budget and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Yes	Yes	Yes
Yes	Yes	Yes

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of management, supervisor, and confidential FTE positions	10.7	9.5	9.5	9.5

Management/Supervisor/Confidential

Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2.	Salary settlement:	Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)
	Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
	Total cost of salary settlement			
	% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3.	Cost of a one percent increase in salary and statutory benefits	Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)
		10,862		
4.	Amount included for any tentative salary schedule increases	Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)
		0	0	0

Management/Supervisor/Confidential

Health and Welfare (H&W) Benefits

		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	159,206	165,902	172,933
3.	Percent of H&W cost paid by employer	85.1%	81.7%	78.4%
4.	Percent projected change in H&W cost over prior year		4.2%	4.2%

Management/Supervisor/Confidential

Step and Column Adjustments

		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step and column adjustments	22,156	22,156	22,156
3.	Percent change in step & column over prior year	2.5%	2.5%	2.5%

Management/Supervisor/Confidential

Other Benefits (mileage, bonuses, etc.)

		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)
1.	Are costs of other benefits included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of other benefits	9250	9250	9250
3.	Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?

Yes

6/22/2022
7:00:00 AM
+00:00

2. Adoption date of the LCAP or an update to the LCAP.

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

- | | | |
|------------|--|----|
| A1. | Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund? | No |
| A2. | Is the system of personnel position control independent from the payroll system? | No |
| A3. | Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No) | No |
| A4. | Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year? | No |
| A5. | Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment? | No |
| A6. | Does the district provide uncapped (100% employer paid) health benefits for current or retired employees? | No |
| A7. | Is the district's financial system independent of the county office system? | No |
| A8. | Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education) | No |
| A9. | Have there been personnel changes in the superintendent or chief business official positions within the last 12 months? | No |

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

GENERAL LEDGER CHECKS

EXP-POSITIVE - (Warning) - The following expenditure functions have a negative balance by resource, by fund.
(NOTE: Functions, including CDE-defined optional functions, are checked individually, except functions 7200-7600 are combined.)

Exception

FUND	RESOURCE	FUNCTION	VALUE
09	0000	7200-7600	(\$623.00)

Explanation: Indirect charge amount needs to be negative.

Acronyms

AB	Assembly Bill
ACA	Assembly Concurrent Amendment
ACR	Assembly Concurrent Resolution
ACSA	Association of California School Administrators
ADA	Average Daily Attendance
AFSCME	American Federation of State, County, and Municipal Employees
AMO	Annual Measurable Objective
AP	Advanced Placement
API	Academic Performance Index
ARRA	American Recovery and Reinvestment Act
ASES	After School Education and Safety Program
AU	Administrative Unit of a SELPA
AYP	Adequate Yearly Progress
BCLAD	Bilingual, Crosscultural, Language, and Academic Development
BRL	Base Revenue Limit
B TSA	Beginning Teacher Support and Assessment
CAHSEE	California High School Exit Examination
CALPADS	California Longitudinal Pupil Achievement Data System
CaITIDES	California Longitudinal Teacher Integrated Data Education System
CaWORKs	California Work Opportunity and Responsibility to Kids
CAPA	California Alternate Performance Assessment
CASBO	California Association of School Business Officials
CASH	Coalition for Adequate School Housing
CAT/6	California Achievement Tests, Sixth Edition Survey
CBEDS	California Basic Educational Data System
CBEST	California Basic Education Skills Test
CCSESA	California County Superintendents Educational Services Association
CDE	California Department of Education
CELDT	California English Language Development Test
CFT	California Federation of Teachers
CLAD	Crosscultural, Language, and Academic Development
CMIS	Compliance Monitoring, Interventions, and Sanctions
CNIPS	Child Nutrition Information Payment System
COE	County Office of Education

COLA	Cost-of-Living Adjustment
CPI	Consumer Price Index
CPR.....	California Performance Review
CSAM.....	California School Accounting Manual
CSBA	California School Boards Association
CSEA.....	California School Employees Association
CSET	California Subject Examination for Teachers
CSIS	California School Information Studies
CSR.....	Class-Size Reduction or Comprehensive School Reform
CST	California Standards Test
CSTP	California Standards for the Teaching Profession
CTA	California Teachers Association
CTC	Commission on Teacher Credentialing
DAIT	District Assistance and Intervention Team
DOF.....	Department of Finance
DSA.....	Division of the State Architect
EAAP.....	Education Audit Appeals Panel
EIA	Economic Impact Aid
EL.....	English Learner (replaces ELL, LEP)
ELA	English Language Arts
ELAP	English Language Acquisition Program
ERAF	Education Revenue Augmentation Fund
ESEA.....	Elementary and Secondary Education Act
ESL.....	English as a Second Language
FCMAT	Fiscal Crisis and Management Assistance Team
F/RPM	Free/Reduced-Price Meals
FTE.....	Full-Time Equivalent
GAAP	Generally Accepted Accounting Principles
GASB	Governmental Accounting Standards Board
GATE.....	Gifted and Talented Education
GO.....	General Obligation (Bond)
GPA.....	Governor's Performance Award Program
HOUSSE	High Objective Uniform State Standard of Evaluation
HPSGP	High Priority Schools Grant Program
HQT	Highly Qualified Teacher
HRA.....	Health Reimbursement Arrangement

HSA..... Health Savings Account
 IASA..... Improving America’s Schools Act
 IDEA..... Individuals with Disabilities Education Act
 IEP..... Individualized Education Program
 II/USP Immediate Intervention/Underperforming Schools Program
 IMFRP Instructional Materials Funding Realignment Program
 JPA..... Joint Powers Agreement or Joint Powers Authority
 LAIF..... Local Agency Investment Fund
 LAO..... Legislative Analyst’s Office
 LCI..... Licensed Children’s Institution (often used as a generic term to also encompass foster family homes and residential medical facilities)
 LEA Local Educational Agency
 LEP..... Limited English Proficient
 MEP..... Migrant Education Program
 MTYRE Multi-Track Year-Round Education
 NAEP..... National Assessment of Educational Progress
 NCES..... National Center for Education Statistics
 NCLB..... No Child Left Behind
 NPS/A..... Nonpublic School/Agency
 OMB Office of Management and Budget
 OPEB Other Postemployment Benefits
 OPSC Office of Public School Construction
 OSE Office of the Secretary for Education
 P-1..... First Principal (Apportionment)
 P-2..... Second Principal (Apportionment)
 PAR..... Peer Assistance and Review
 PERB..... Public Employment Relations Board
 PERS..... Public Employees Retirement System
 PI..... Program Improvement
 PL..... Public Law (federal law)
 PMIA..... Pooled Money Investment Account
 PMIB..... Pooled Money Investment Board
 PSAA..... Public Schools Accountability Act
 PTA Parent Teachers Association
 QEIA..... Quality Education Investment Act
 QZAB Quality Zone Academy Bond
 RDA..... Redevelopment Agency

ROC/P Regional Occupational Center/Program
RTTT Race to the Top
S4 Statewide System of School Support
SAB State Allocation Board
SACS Standardized Account Code Structure
SAIT School Assistance and Intervention Team
SARB School Attendance Review Board
SARC School Accountability Report Card
SAT-9 Stanford Achievement Test, Ninth Edition, Form T
SB Senate Bill
SBE State Board of Education
SCA Senate Constitutional Amendment
SCO State Controller's Office
SCR Senate Constitutional Resolution
SEA State Education Agency
SED Severely Emotionally Disturbed
SEIU Service Employees International Union
SELPA Special Education Local Plan Area
SES Socioeconomic Status
SFID School Facility Improvement District
SFSD School Fiscal Services Division of CDE
SFSF State Fiscal Stabilization Fund
SIG School Improvement Grant
SIP School Improvement Program
SLIBG School and Library Improvement Block Grant
SPI Superintendent of Public Instruction
SSI/SSP Supplement Security Income/State Supplementary Payment
STAR Standardized Testing and Reporting
STRS State Teachers Retirement System
SWP Schoolwide Program
TANF Temporary Assistance for Needy Families
TAP Teaching as a Priority
TAS Targeted Assistance School
TRANS Tax and Revenue Anticipation Notes

Agenda Item Summary

Action Item: **16.11 *Public Hearing on the 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Piner-Olivet Union School District***

Regular Meeting of: June 8, 2022 Action Item Report Format: **Oral**

Attachment: **Draft of Local Control Accountability Plan**

Presented by: Kay Vang, CBO

Background

The Local Control Funding Formula (LCFF) legislation was signed into law by the Governor and took effect on July 1, 2013. Under the LCFF, school districts are required to develop, adopt, and annually update a three-year Local Control Accountability Plan (LCAP), beginning on July 1, 2014. According to Ed Code 52060, school districts are required to consult with staff, students, parents, and the community in developing the LCAP.

The current draft of the District LCAP includes a description of the stakeholder engagement process, goals, actions and services for all students as well as subgroups.

Plan

Prior to approval of the budget under LCFF, a draft of the LCAP and the budget must be presented for public hearing. Both the LCAP and the budget are to be adopted at a subsequent meeting.

Fiscal Impact

None at this time

Recommendation

Hold the Public Hearing as Required by Law

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Piner-Olivet Union School District

CDS Code: 49708700101253

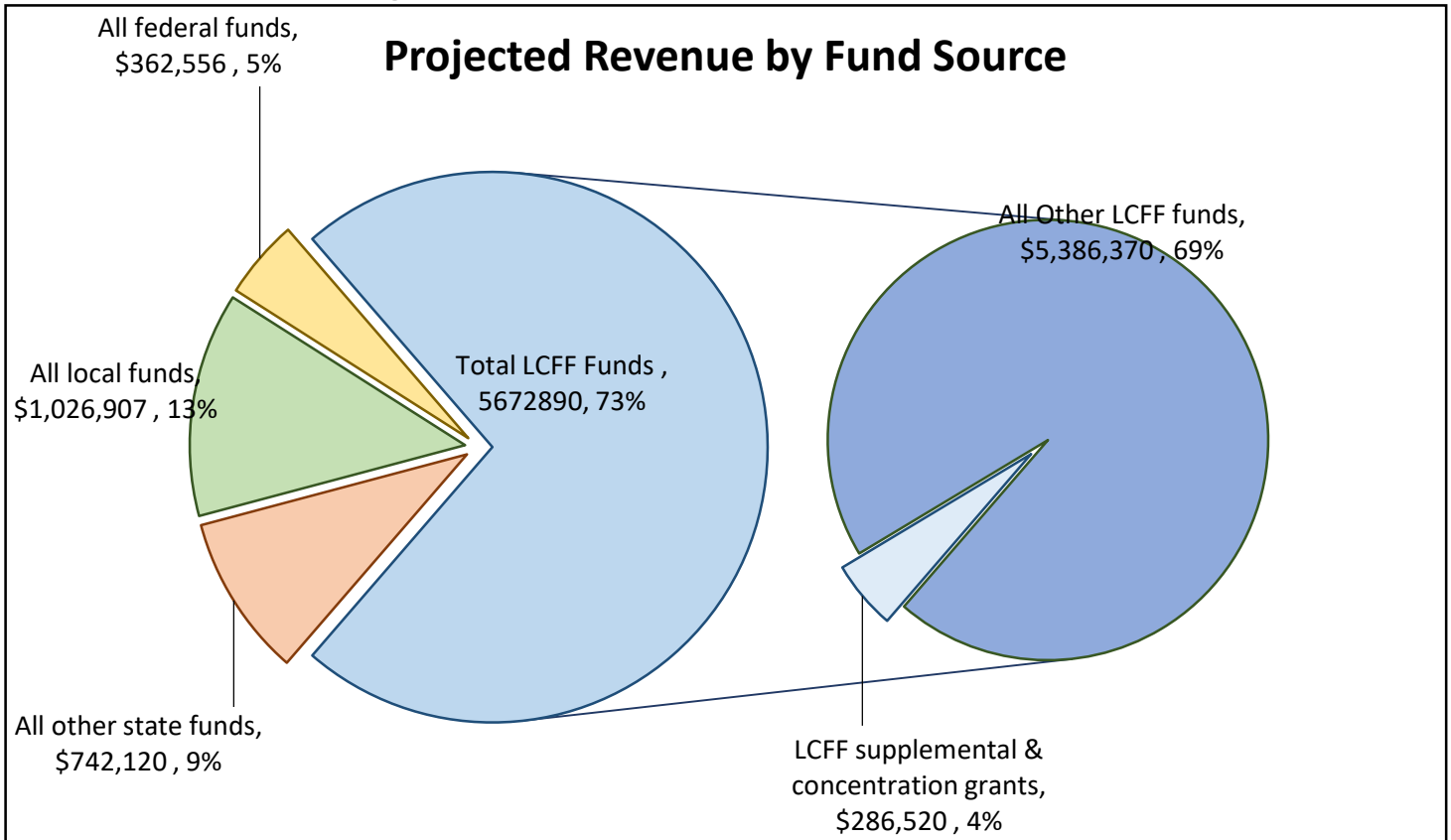
School Year: 2022 – 23

LEA contact information: Kay Vang, CBO (707)522-3008

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

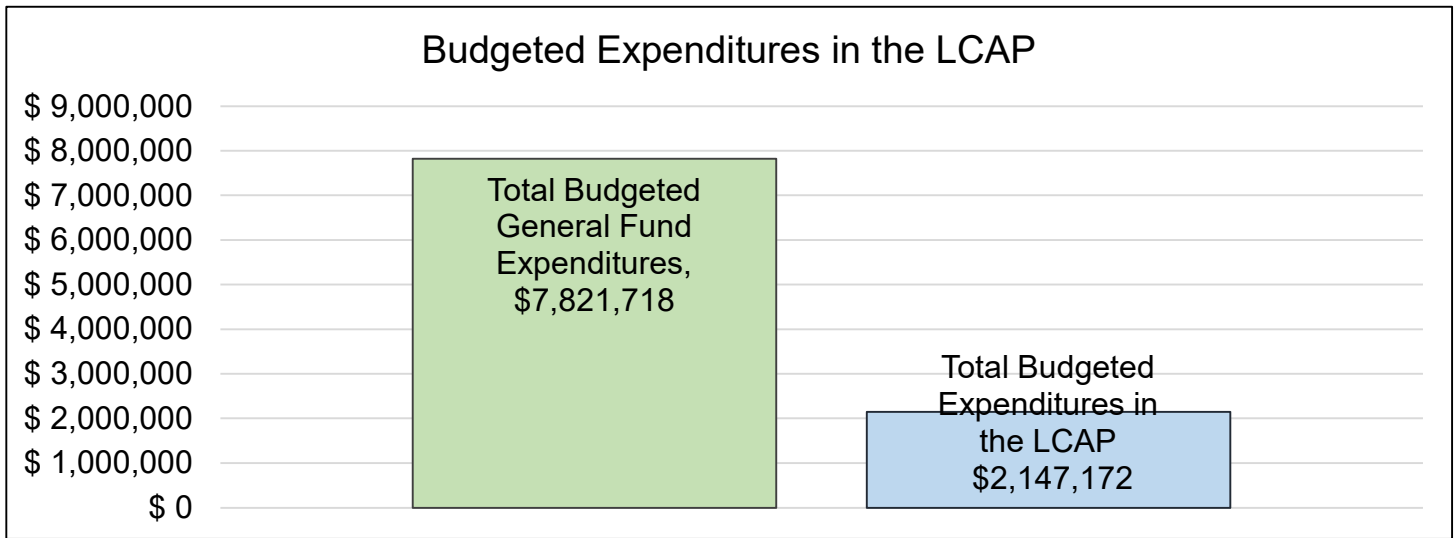


This chart shows the total general purpose revenue Piner-Olivet Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Piner-Olivet Union School District is \$7,804,473.00, of which \$5,672,890.00 is Local Control Funding Formula (LCFF), \$742,120.00 is other state funds, \$1,026,907.00 is local funds, and \$362,556.00 is federal funds. Of the \$5,672,890.00 in LCFF Funds, \$286,520.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Piner-Olivet Union School District plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Piner-Olivet Union School District plans to spend \$7,821,718.00 for the 2022 – 23 school year. Of that amount, \$2,147,172.00 is tied to actions/services in the LCAP and \$5,674,546.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

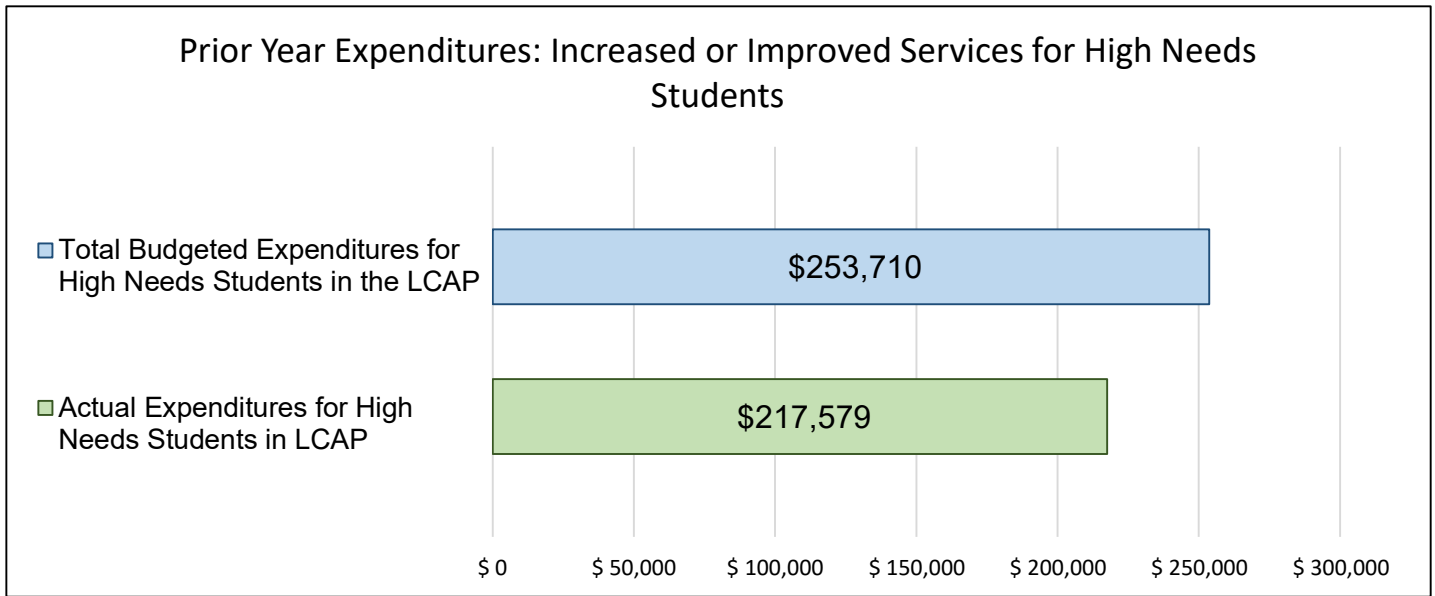
The total expenditures not included in the LCAP amount include such costs as overhead (ie., utilities, maintenance, legal costs, insurance, etc), contributions, and mandatory contributions. Additionally, not all employee costs are included in the LCAP such as District administrators and confidentials.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Piner-Olivet Union School District is projecting it will receive \$286,520.00 based on the enrollment of foster youth, English learner, and low-income students. Piner-Olivet Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Piner-Olivet Union School District plans to spend \$346,260.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Piner-Olivet Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Piner-Olivet Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Piner-Olivet Union School District's LCAP budgeted \$253,710.00 for planned actions to increase or improve services for high needs students. Piner-Olivet Union School District actually spent \$217,578.56 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of \$36,131.44 had the following impact on Piner-Olivet Union School District's ability to increase or improve services for high needs students:

With the implementation of one-time COVID related plans, such as ESSER and ELO-G, additional services for high needs students were provided. Since these services were not funded with LCFF dollars, they do not count towards contributing actions. In 2022-23, carryover dollars will be used to provide services for high needs students.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Piner-Olivet Union School District	Steve Charbonneau Superintendent	scharbonneau@pousd.org (707) 522-3000

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

POUSD School District created a comprehensive engagement process which solicited input from all educational partners in a variety of meaningful ways. Here is a link to all of our plans that outline the engagement process:

<http://www.pousd.org/state--federal-funded-plans.html>

Expanded Learning Opportunities (ELO) Grant

ESSER III Funds
Educator Effectiveness Block Grant

In addition, here is a timeline of our partner engagement process which included the following:

- Design Team Work for POUUSD's Strategic Plan (2018-2019), (2019-2020)
- Admin Team Committee for bridging Strategic Plan to LCAP (2019-2020)
- POUSD's Strategic Plan/LCAP Overview and Input Staff Meeting (April 2021)
- LCAP/Learning Recovery Committee (May 2021)
- Implementation of Next Steps (2021-2022)
- Board Presentation: Learning Recovery Update and Input (November 2021)

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

POUSD does not receive concentration grant add on to increase the number of staff who provide direct services to students on school campuses with UPP greater than 55%.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Piner-Olivet School District has a meaningful engagement process that consults with educational partners in a variety of ways. Listed below are some of the ways, to date, in which Piner-Olivet School District has specifically targeted the use of one-time funds to support recovery from the COVID pandemic and the impacts of distance learning.

1. The community engagement process the District engaged in through the LCAP development provided information to inform this plan.
2. The District attempted to engage in meaningful consultation with Community Advisory Committee (CAC), Sonoma County Juvenile Probation, and CHIPA (Community Health Initiatives) on September 29, 2021 via email and phone call. In spite of our attempts, the District was unable to connect with representative members from this group.
3. Presentations regarding safety protocols for reopening were discussed during public board meetings, with the opportunity for public comment.

4. There were separate Zoom meetings for parents and staff regarding the Safety Plan and protocols providing more opportunities for input. Feedback from the community was incorporated into this plan.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Piner-Olivet School District will be using the ESSER III funds primarily in 3 fundamental ways as adopted by the board in July 2021. Specific actions related to each area can be found here: <http://www.pousd.org/state--federal-funded-plans.html>. Listed below are specific successes and challenges, to date, that we have experienced.

Planned Actions:

1. Health Screening
2. Routine Checking
3. Classroom Environment and Culture
4. Routine Cleaning and Disinfection
5. Dynamic Learning Experiences
6. Curriculum and Pedagogy

Successes:

1. Health Screening: Happening
2. Routine Checking: Happening
3. Classroom Environment and Culture: Teachers welcoming
4. Routine Cleaning and Disinfection: Happening
5. Dynamic Learning Experiences: Guided Reading Library and materials accessible
6. Curriculum and Pedagogy: BAS and STAR Testing

Challenges:

1. Health Screening: Inconsistent
2. Routine Checking: Getting results
3. Classroom Environment and Culture: COVID
4. Routine Cleaning and Disinfection: Staffing
5. Dynamic Learning Experiences: COVID
6. Curriculum and Pedagogy: COVID

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Piner-Olivet School District is using the fiscal resources received for the 21-22 school year and aligned with our LCAP. Below is how the additional funding to support LCAP goals:

ESSER III

Classroom Environment & Culture Provide students with highly qualified teaching staff to support learning and positive school climate/culture, directly support LCAP Action #1 in Goal One of the LCAP.

Dynamic Learning Experiences, Curriculum and Pedagogy, Engage students in dynamic learning experiences aligned with state standards such Readers/Writer’s Workshop along with Guided Reading and Adopt and integrate research-based curriculum and pedagogy aligned to CA State Standards and Framework such as Fountas, directly support LCAP Action #3, #4, #5 in Goal One of the LCAP.

ELO

1) Extending instructional learning time- After School Tutoring/Intervention//Homework Club; Training provided for paraprofessionals Expanded Learning Opportunities Grant Plan for Piner-Olivet Union School District, which directly support LCAP goal #1.

2) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports; Coaching and mentoring to provide effective implementation of district curriculum, which directly support LCAP goal #1.

3) Integrated student supports to address other barriers to learning: Differentiated, Responsive Teaching Training for teachers and paraprofessionals to identify and provide targeted support for students. Culturally responsive teaching practices and implicit bias awareness training. SAY SC Counseling Partnership, which directly support LCAP goals #2 and goal #3.

4) Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports. After school computer lab open for students and parents to use and receive tech support by a trained support provider. Training provided for paraprofessionals. Afterschool enrichment opportunities such as physical education/sports, art, and music, which directly support LCAP goals #2 and goal #3.

5) Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility, which directly support LCAP goals #1.

6) Additional academic services for students: Diagnostic, Progress Monitoring, and Benchmark Assessments of student learning, which directly support LCAP goal #1.

7) Training for school staff on strategies to engage students and families in addressing students’ social-emotional health and academic needs: Toolbox Professional Development for teachers, paraprofessionals and parents, which supports LCAP goal #2 and #3.

EEBG

The funds will be used to support professional development for certificated teachers, administrators, and paraprofessional educators/classified staff, which supports LCAP goal #1, #2 and #3.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Piner-Olivet Union School District	Steve Charbonneau Superintendent	scharbonneau@pousd.org 707-522-3000

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Piner Olivet Union School District (POUSD) oversees four charter schools and one "district" school which is Jack London Elementary School. The data represented in this report focuses on Jack London and each school in the district that are charters (Piner Olivet Charter School, Northwest Prep, Olivet Elementary, and Morrice Schaefer) complete their own LCAP. Our district vision is: Inspiring joyful and innovative learning in an ever-changing world. Our district mission is "As a community, we engage In authentic, dynamic, and relevant learning that develops each student's academic, emotional, and social growth." The enrollment of Jack London Elementary (which is technically the same enrollment as "Piner-Olivet Union School District" in the eyes of state reporting) is 278 students, where 42% of students are considered

socio-economically disadvantaged and 22% are considered English Language learners. The schools in Piner-Olivet Union School District (POUSD) were seriously impacted by the Northern California wildfires in 2017. The Tubbs Fire destroyed over 5,500 structures and Coffey Park, a neighborhood directly across the street from our district office (one of the most densely populated areas in Santa Rosa affected by the fire). About 1,500 homes were destroyed in the small neighborhood. Many of our students and staff were directly impacted by the fires. Since then we have had Air Quality closure days where we had to close schools, PG&E power shut off days where we have had to close schools, flooding in the near by Russian River (Feb 2019), Kincade Fire (Oct 2019) that devastated a close by community to our north, COVID-19 pandemic (March 2020-ongoing) that resulted in the closure of schools and transition to distance learning and then a transition to hybrid learning, Walbridge Fire (Aug 2020) that impacted another close by community to our north, and Glass Fire (Sept 2020) that devastated a close by community to our east. Our community has been greatly impacted and social-emotional support continues to be a top priority for our district.

Reflections: Successes

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

On the 2019 CA Dashboard, the state indicators for which overall performance was in the “Blue” or “Green” performance category were: Suspension Rate was green for the following subgroups: All Students decreased 1.3%; EL students decreased 1.1%; Hispanic, decreased 1.2%; White students, decreased 1.5%. English Learner Progress was at the "High Level" with 61% of students making progress towards English Language proficiency. All local indicators on the 2019 CA Dashboard "met" the standard. The CA Dashboard has been suspended for 2020 and 2021 and will resume in 2022.

Reflections: Identified Need

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

On the 2019 CA Dashboard, the state indicators for which overall performance was in the “Red” or “Orange” performance category were: Red Performance Color for Chronic Absenteeism Rate for "all students" which increased 4.4% to 10.4%; Orange Performance Color for English-Language Arts decreased 5.6 points to 21 points below standard. These data points were pre-COVID and the Chronic Absenteeism rate is not able to be compared for 2019-2020 and the 2020-2021 school year. We anticipate an increase in attendance rates as students come back to school in-person 5 days a week and offering TK at two of our elementary sites.

To improve Chronic Absenteeism rates and English Language Arts scores we believe all of new LCAP Goals will help to engage our learners and ensure they are on campus and continue to attend their courses:

- LCAP Goal 1: Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement.

- LCAP Goal 2: Support the social-emotional and physical well-being of all and recognize each person’s inherent value.
- LCAP Goal 3: Strengthen our community by embracing change and cultivating a growth mindset.

There were no local indicators where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. There were no state indicators for which performance for any student group was two or more performance levels below the “all student” performance.

LCAP Highlights

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

Goal 1: Learning Experiences: Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement.

- Classroom Environment & Culture
- Student Engagement
- Dynamic Learning Experiences
- Curriculum and Pedagogy
- Assessment for Student Learning
- Professional Learning
- Leadership Development
- Family & Community Engagement

Goal 2: Well-Being: Support the social-emotional and physical well-being of all and recognize each person’s inherent value.

- Whole Child Nurturance
- Lifelong Wellness
- Tools for Families
- Safe Environment

Goal 3: Community: Strengthen our community by embracing change and cultivating a growth mindset.

- Community Partnerships
- After School Engagement
- Technology
- School Culture

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

- The Director of Innovative Learning presented the LCAP to the District English Language Advisory Committee (DELAC) for review and comments in May 2022.
- The principal presented the LCAP to School Site Council (SSC) for review and comments in November 2021 and April 2022.
- The superintendent presented the LCAP to the Parent Advisory Committee (known as PTO) for review and comment in May 2021, the superintendent then responded, in writing, to comments received from the parent advisory committee
- The superintendent presented the LCAP to the English Learner Parent Advisory Committee for review and comment in May 2021, the superintendent then responded, in writing, to comments received from the English Learner Parent Advisory Committee
- The superintendent notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP using the most efficient method of notification possible (does not need to be printed or mailed)
- School Plans: N/A the LCAP serves as the School Plan as it is a single school LEA.
- The superintendent consulted with its special education local plan area administrator in May 2021 to determine that specific actions for individuals with exceptional needs are included and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs.
- The governing board held one public hearing (June 2, 2021) to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan was available for public inspection. The public hearing was held at the same meeting as the public hearing for Budget Adoption)
- The governing board adopted the LCAP in a public meeting (June 16, 2021). This meeting was held after, but not on the same day as, the public hearing. This meeting was the same meeting that the governing board adopted a budget.

*items above are required by CA Education Code 52062

- Design Team (Nov 15-16, 2018; Jan 16-17, 2019; March 28-19, 2019; Sept 26-27, 2019; Nov 8, 2019)
- Teachers provided input on LCAP in the following ways: staff meeting, future-focused professional development process, survey, local bargaining unit (May 2019, April 2021)
- Administrators provided input on the LCAP in the following ways: Leadership Team Meeting, Cabinet Meetings (May 5, 2020; June 5, 2020)
- Students provided input on the LCAP in the following ways: surveys, meetings, discussions
- Classified provided input on the LCAP in the following ways: surveys, local bargaining unit (May 2019, April 2021)
- Site Councils provided input on the LCAP (April/May 2021)

A summary of the feedback provided by specific educational partners.

The "Design Team" utilized feedback from all stakeholder groups to finalize the goals and actions during the 2019-2020 school year (before COVID). It is important to note that LCAP Goal 2 "Support the social-emotional and physical well-being of all and recognize each person's inherent value" of our LCAP is particularly important to our community as we have experienced significant emotional strain over the past 4 years. The goals and actions were then reviewed prior to the 2021-2022 adoption to ensure that these goals and actions continued to be relevant in a post-COVID environment.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

All LCAP Goals and Actions were revamped during the 2019-2020 school year for the 2020-2021 LCAP cycle. However, these goals and actions were not officially put into place until the 2021-2022 LCAP cycle (current cycle) due to the LCAP cycle being put on pause for the 2020-2021 school year. All stakeholders were important in the development of our goals and actions. Out of extensive future focus professional development and discussion we collaboratively developed the goals and actions listed in this LCAP. All stakeholder groups reviewed and approved the plan.

Goals and Actions

Goal

Goal #	Description
1	Learning Experiences: Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement.

An explanation of why the LEA has developed this goal.

The goal was developed based on stakeholder input and ensuring state priorities are met. The Design Team developed this goal and actions based on stakeholder feedback. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). The following priority areas align with the stakeholder value of exceptional learning experiences: Priority 1 – Basics (Teachers, Instructional Materials), Priority 2 – Implementation of Academic Standards, Priority 4 – Performance on Standardized Tests, Priority 5 – Pupil Engagement , and Priority 7 – Access to a Broad Course of Study. If completed and achieved, the actions and metrics grouped together demonstrate all the component necessary for providing learning experiences that increase students achievement, engagement and preparedness for their future.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA Academic Indicator	Utilization of 2021--22 STAR results to establish each student's (K-10) baseline achievement levels	STAR Results for ELA: K: 57% 1: 40% 2: 100% 3: 71% 4: 61% 5: 33% 6: 51%			Each student achieving + 50% STAR grade-level equivalency each school year
Math Academic Indicator	Utilization of 2021--22 STAR results to establish each student's (K-10)	STAR Results for Math: K: N/A 1: N/A			Each student achieving + 50% STAR grade-level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	baseline achievement levels	2: 90% 3: 67% 4: 52% 5: 34% 6: 46%			equivalency each school year
EL Progress (CA Dashboard)	Status: 61% Progress Level: High	N/A- No CA Dashboard Data in 2022			Achieve 5% growth by the end of Year 2
Reclassification Rate	0 students	4 out of 53 English Language Learners were reclassified			100% of Level 4 students will be RFEP'd within 3 years.
Standards Aligned Materials % of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100%	100%			Continue to reach 100% rate for student access to standards aligned materials
Facilities in Good Repair (FIT Report)	100%	89% on FIT Report			Work to reach 100% rate for FIT rating
# of Williams Complaints	0	0			Continue to reach 0 Williams Complaints
# instances where facilities do not meet the "good repair" standard	0	89% on FIT Report			Work to reach 100% rate for FIT rating

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Broad Course of Study	100%	100%			Continue to reach 100% benchmark
Misassignment of teachers	0%	0%			Continue to have 0 misassignment of teachers

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Classroom Environment & Culture	<p>Provide each student with a highly qualified teaching staff to support learning and positive school climate/culture:</p> <ul style="list-style-type: none"> • Highly Qualified Principal • Special Ed Teachers for RSP (2 FTE for District K-12 program) • Special Ed Teacher for SDC (1 FTE for District K-6 program) • RSP assistant • Specialized Assistants (SDC) • Speech & Language Specialists (District K-12 program) • Director of Special Education/Intervention (0.60 for District K-12 program) .8FTE 6500/.2 FTE 0000 • Highly Qualified Teachers <p>Develop a positive, collaborative, innovative learning environment that supports students in being confident to achieve their personal best.</p> <ul style="list-style-type: none"> • Arrange flexible and choice-driven learning environments so that arrangement of room is conducive to and supports learning. • Classroom systems and routines facilitate student responsibility, ownership, and independence. • Class time is maximized in the service of learning. 	\$1,625,655.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Co-create purposeful, relevant, accessible learning resources. Students have access to resources in the environment to support their learning and independence. • Develop and nurture a community of learners. • Classroom norms encourage trust-building, risk-taking, collaboration, and respect for divergent thinking. • Foster collaborative conversation and open discourse. • Classroom interactions reflect high expectations and beliefs about all students' intellectual capabilities and creates a culture of inclusivity, equity, and accountability for learning. 		
1.2	Student Engagement	<p>Address the needs of English learners and socioeconomically disadvantaged students by providing:</p> <ul style="list-style-type: none"> • Instructional Assistant (Pos #475 & 452) & TK IA to support unduplicated pupils (Pos #476) • ELD Assistant (Pos #399) • Director of Special Education/Intervention (0.60 for District K-12 program) .8FTE 6500/.2 FTE 0000 • Intervention materials/ supplies (i.e. Read Naturally, SIPPS, National Geographic) • TK Program Assistant to support TK program and unduplicated pupils .75 FTE <p>Cultivate learning processes and environments that foster deep engagement, intellectual development, and communication.</p> <ul style="list-style-type: none"> • Integrate student voice and choice in learning experiences. • Students take ownership of their learning to develop, test, and refine their thinking. • Students' classroom work embodies substantive intellectual engagement. 	\$94,310.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Engagement strategies capitalize and build upon students’ academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. • Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in their learning experience. • Engagement strategies build on students’ strengths and address the needs of English learners and socioeconomically disadvantaged students. 		
1.3	Dynamic Learning Experiences	<p>Engage all students in dynamic learning experiences that align with state standards and embrace competencies such as critical thinking and problem-solving that carry into other domains of life:</p> <ul style="list-style-type: none"> • Music teacher (1 FTE shared between 3 K-6 sites) • Summer School - Teacher hourly rate • Carnegie Math curriculum • Number Corner/Bridges Math curriculum <ul style="list-style-type: none"> • Focus on strategic yearlong planning that informs units and daily lesson plans. • Utilize both standards-aligned curriculum and multi-disciplinary projects. • Lessons are intentionally linked to other lessons in support of students meeting standards. • Lessons are meaningful and relevant beyond the task at hand, and assist students in learning and applying transferable knowledge and skills. 	\$66,255.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Learning targets and criteria for success are clearly articulated, linked to standards, embedded in instruction, and understood by students. • Teaching points are based on the teacher's knowledge of students' learning needs in relation to the learning targets. • Create formative learning processes for all students with measurable learning targets. • Develop curricular activities that bridge in-class and online learning with real world applications. 		
1.4	Curriculum and Pedagogy	<ul style="list-style-type: none"> • Consulting contracts to support professional development and pedagogy implementation (ex. Fountas and Pinnell) • Utilized curriculum such as Mystery Science and other educational software to support EL students • Technology Integration coach (1 FTE shared by 3 K-6 schools - Pos #446) will support ELD implementation • Collaboration time to plan ELD instruction, review assessments of student progress, and refine instructional practices. <p>Adopt and integrate research-based curriculum and pedagogy that are tied to California State Standards and Framework which supports high student achievement and engagement.</p> <ul style="list-style-type: none"> • Make decisions and utilize instructional approaches in ways that intentionally support his/her instructional purposes. • Instructional materials (e.g. texts, resources, etc.) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant. 	\$68,541.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Ensure that instructional materials and strategies are grounded in cultural competency and are geared toward creating an equitable school and classroom environment. • All English learners receive a comprehensive program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program designed to meet California State ELD standards. • Lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time. • Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking. • Utilize instructional strategies based on planned and/or in-the-moment decisions, to address individual learning needs. • Provide scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence. • Design professional development opportunities for certificated and classified staff to support curriculum and pedagogy implementation: 		
1.5	Assessment for Student Learning	<p>Assessment cycles are continually utilized by educators and students to ensure learning activities lead to student success. Teachers use assessment results to modify curriculum and learning activities to address student needs.</p> <ul style="list-style-type: none"> • Develop systems in which students assess their own learning and the work of their peers in relation to the learning target. • Create multiple assessment opportunities and expect all students to demonstrate learning. • Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student. 	\$35,745.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Use observable systems and routines for recording and using student assessment data. • Assessment criteria, methods, and purposes are transparent and match the learning target. <p>Utilize formative assessment data to make in-the-moment instructional adjustments, to modify future lessons, and give targeted feedback to students:</p> <ul style="list-style-type: none"> • Renaissance Learning (STAR Reading & Star Math) • Reading assessment subscription (ex. Freckle, Lexia) • Teachers will participate in 1:1 meetings on Student Assessment Team Meetings (Site Based) to review EL data to inform instruction and provide goals for students. • Administer ELPAC assessment to assess ELD Levels 		
1.6	Professional Learning	<p>Provide professional development workshops for teachers, classified instructional support staff, and principals to better support EL students.</p> <ul style="list-style-type: none"> • Staff will be provided with professional development opportunities to attend conferences and workshops such as Carnegie Math Onsite Academy/Workshop. • Director of Innovative Learning (.5 FTE) will train staff on EL strategies • Restorative Practices Training <p>Ensure every educator is highly effective and ever-developing in their role, and an active member of effective, collaborative teams that engage in future-focused professional learning.</p> <ul style="list-style-type: none"> • Include team building activities and norm development in professional development. • Provide professional learning on how to build a culture of trust in schools and classrooms. 	\$49,591.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Integrate professional development focused on virtual platforms, software, pedagogy, and curriculum within fluid learning environments.</p> <ul style="list-style-type: none"> • Acknowledge and utilize teachers’ strengths. • Continue professional development opportunities on equity in education and ensuring all students have access to high-quality learning in a welcoming environment. • Highlight classrooms that employ formative learning practices. • Ground professional learning in student performance and formative learning. • Engage in professional learning experiences to develop district-wide guidelines for implementing research based formative learning practices. • Participate in cooperative teams and communities of practice to deepen student learning. • Focus on and utilize the Center for Educational Leadership’s 5 Dimensions of Teaching and Learning to inform daily practice, enhance learning opportunities, and encourage professional growth. • Create professional development for educators around global awareness and the future world of work • Engage in communities of practice to co-create evidence-based teaching practices to deepen student learning. • Emphasize the formative learning process for students and staff throughout POUSD classrooms, activities, and operations. 		
1.7	Leadership Development	<p>Support leaders in building student-focused, growth- oriented, trust-based cultures where innovation and learning flourish.</p> <ul style="list-style-type: none"> • Develop, support, and acknowledge teacher leaders to build capacity. • Plan and schedule leadership retreats, meetings, and collaborative work sessions to focus on the Four -Dimensions of Instructional Leadership. 	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Encourage leadership collaboration such as sharing ideas and resources, and analyzing school data. • Cultivate relationships to build trust-based culture. • Engage in reflection and formative learning cycles. 		
1.8	Family & Community Engagement	<p>Create opportunities to participate in a productive and ongoing, multi-directional dialogue to enhance home-school understanding, and support students’ accessing future-forward education.</p> <ul style="list-style-type: none"> • Utilize online educational programs that reinforce and share student learning. • Involve families in family nights, games, surveys, interviews, and exhibitions. • Communicate student progress, achievements, and struggles through a variety of mediums. • Empower students to communicate their success, challenges, and growth through student led conferences. • Provide all families and the community with opportunities to engage with curriculum. • Provide frequent and clear communication between the school and the broader school community using Weebly Pro. 	\$320.00	Yes

Goal Analysis [2021-22]

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

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

This goal was carried out by beginning to implement the 3 year LCAP cycle such as implementing summer school, intervention materials, our math adoption and technology software. There were no substantive differences in the planned actions and actual implementation of actions. The following school year we will be implementing National Geographic Curriculum to support our English Language Learners, a TK Program Assistant to support our TK program and unduplicated pupils and Restorative Practice Training.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences between Budgeted Expenditures and Estimated Actual Expenditures were due to several reasons such as not fully implementing actions and/or estimated actuals were either more or less than budgeted.

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

At this point of time in the LCAP, it is too early to report if the specific actions were effective in making progress towards goal one due to COVID-19 pandemic and using year one as a baseline for the next two years.

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

There were no changes at this time made to the planned goal, metrics, desired outcomes, or actions for the coming year besides implementing National Geographic Curriculum to support our English Language Learner students, a TK Program Assistant to support our TK program and unduplicated pupils and Restorative Practice Training during the next school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Well-Being: Support the social-emotional and physical well-being of all and recognize each person’s inherent value.

An explanation of why the LEA has developed this goal.

The goal was developed based on stakeholder input and ensuring state priorities are met. The Design Team developed this goal and actions based on stakeholder feedback. All of our stakeholders want to prioritize social-emotional support and physical well-being. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). The following priority areas align with the stakeholder value of a well rounded educational program: Priority 5 – Pupil Engagement, and Priority 6 – School Climate. If completed and achieved, the actions and metrics grouped together demonstrate all the component necessary for ensuring the healthy well-being of our students. The district has this as a priority due to the past years of hardship on the district through fires, pandemic, and the changing demographics in the district.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	95%	Aug. 2021- May. 2022: 97.5%			Achieve an attendance rate of 95%+
Chronic Absenteeism Rate	2019: 10%	Unavailable: No CA Dashboard update in 2021			Achieve Chronic Absenteeism rate of 10%-
Suspension Rate	2019: 2%	Unavailable: No CA Dashboard update in 2021			Decline by at least 0.3%, until 1% is reached.
Expulsion Rate	0%	0%			Maintain a 0% Expulsion Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% feel school is welcoming and friendly	69%	My school creates a friendly environment: 69% (Youth Truth Survey Results-parent results)			<1% result on subsequent surveys

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Whole Child Nurturance	<p>Provide comprehensive student-centered programs that recognize each student’s inherent value, meet the wellness needs of students, and infuse social-emotional learning opportunities into daily experiences</p> <ul style="list-style-type: none"> • Actively seek to create equity-minded schools that recognize and welcome the diverse backgrounds of our students. • Develop a sense of community and belonging through active family engagement. • Provide a rich Multi-Tiered Systems of Support (MTSS) that addresses the needs of individual students. • Provide opportunities to celebrate our differences. • SEL curricula integrated in classroom • Encourage site-based focus on Restorative Practices and Toolbox. • Assembling a district-wide committee focused on researching, creating, and implementing an improved food -service. • Creating opportunities for students to drive their own learning around fitness and nutrition. • Support teachers in integrating nutrition and exercise learning into classroom curricula. <p>Provide counseling and health services for foster youth and low-income students as needed. Provide Restorative Practices and Toolbox Consumable materials.</p>	\$33,378.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Lifelong Wellness	<p>Provide opportunities and experiences for staff to understand and support their own and each other's social, emotional, and physical wellness.</p> <ul style="list-style-type: none"> • Create opportunities for staff to engage in healthy activities and develop a growth mindset. • Support a healthy and balanced lifestyle. • Incorporate mindfulness and community-building activities into professional development and other site activities. • Leverage meetings and day to day connections to build relationships and trust. 	\$0.00	No
2.3	Tools for Families	<p>Enhance educational opportunities for all families by providing them with tools and strategies for addressing their student's emotional, social, and physical needs.</p> <ul style="list-style-type: none"> • Develop a warm and welcoming school environment where families feel welcome. • Foster ongoing relationships between families and schools. • Strive to cultivate open lines of communication between families and schools. • Create and communicate a comprehensive list of district, school, and community resources. • Develop a series of Parent Education Evenings (district wide): parenting, nutrition, MTSS, Parent University. • Provide various opportunities, at different times of the day, for parents to participate in school activities. 	\$0.00	No
2.4	Safe Environment	Support leaders, staff, families, and students in establishing and maintaining a physically safe environment.	\$58,376.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Cultivate a mindset of shared responsibility for school safety among all stakeholders. • Prioritize and upgrade our facilities plan for older campuses to develop safer and more engaging learning environments. • Restructure facility operations to develop a more cohesive and streamlined School Safety Plan. • Communicate School Safety Plan, practice steps outlined in plan, and follow procedures as developed. <p>Maintenance/custodial staff will ensure maintenance repairs.</p> <p>Yard Duty Supervisors and Bus Duty Supervisors will supervise students during non-instructional time to ensure school safety.</p>		
2.5				

Goal Analysis [2021-22]

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

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

This goal was carried out by beginning to implement the 3 year LCAP cycle such as working towards equity minded, using SEL curriculum and maintaining a safe environment through our supervision and custodial/maintenance staff.

There were no substantive differences in the planned actions and actual implementation of the actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences between Budgeted Expenditures and Estimated Actual Expenditures were due to several reasons such as not fully implementing actions and/or estimated actuals were either more or less than budgeted.

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

At this point of time in the LCAP, it is too early to report if the specific actions were effective in making progress towards goal two due to COVID-19.

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

There were minimal changes at this time made to the planned goal, metrics, desired outcomes, or actions for the coming year. One of the metrics we are now using the Youth Truth Survey instead of the My Voice Survey. The new question from families is: My school creates a friendly environment. We are working on making progress on that question through our equity work.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Community: Strengthen our community by embracing change and cultivating a growth mindset.

An explanation of why the LEA has developed this goal.

The goal was developed based on stakeholder input and ensuring state priorities are met. The Design Team developed this goal and actions based on stakeholder feedback. All of our stakeholders wanted to prioritize strengthening our community. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). The following priority areas align with the stakeholder value community: Priority 3 – Parent Engagement, Priority 5 – Pupil Engagement, and Priority 6 – School Climate. If completed and achieved, the actions and metrics grouped together demonstrate all the component necessary for ensuring a school culture beneficial to our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement (Local Indicator)	"Met" (see local indicators for detailed report)	Baseline: Youth Truth Survey: 65% Family Engagement			Exceed 65% rating on survey for % of students who are engaged with the school community
% of staff who feel like a valued member of school community	91%	Baseline: Youth Truth Survey: 96% Students Engagement			Maintain or exceed 96% rating on survey for % of students who are engaged with the school community
% of staff who feel PD is important to educational growth	82%	Baseline: Youth Truth Survey: 52% Students Belonging			Exceed 52% rating on survey for % of students who feel belonging in their school community

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of staff work in a collaborative manner	91%	Baseline: Youth Truth Survey: 56% Staff Engaged			Exceed 56% rating on survey for % of staff who are engaged with the school community
% of students have access to a technology device	100%	100%			Maintain 100% regarding % of students have access to a technology device

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Partnerships	<p>Enhance learning opportunities for students through community partnerships to learn about their world and serve as active participants in their community:</p> <p>*Transportation will be provided for students during off-Campus community learning events (field trip transportation) (based on \$25x251ADA).</p> <p>*6th grade students will participate in Science Outdoor Education (based on \$180/6th grade students & attending adults/chaperones).</p> <ul style="list-style-type: none"> Expand partnerships with community agencies for social-emotional needs in all schools, civic engagement, and future focused world experiences. Integrate civic-minded, future-focused and globally-pertinent activities and projects within our curricula. Enhance curricular learning by connecting students to our broader community. Provide opportunities for civic involvement and volunteerism at every age. Invite community members to become involved in our school community. 	\$14,775.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Leverage community partnerships (e.g. Sonoma County Office of Education) to create stronger school:career connections. 		
3.2	After School Engagement	<p>Offer engaging and age appropriate enrichment opportunities outside of regular school hours:</p> <ul style="list-style-type: none"> Provide supplies/materials for After school programs Provide an after school Homework Club using an instructional assistant (Pos #463). Offer after school tutoring opportunities Create and communicate a comprehensive list of district, school, and community resources of after-school enrichment activities. Coordinate with community organizations and families to increase access to a variety of extracurricular activities. 	\$12,860.00	Yes
3.3	Technology	<ul style="list-style-type: none"> Supervisor of Informational Technology will work closely with staff to acquire, maintain, and utilize current technology to increase communication between schools and community, and to improve educational opportunities for students. Build and maintain technology infrastructure that is reliable and meets the demands of 21st Century technology. Develop a sustained and reliable website presence Provide technology training for teachers and classified staff on technology skills and online education programs Incorporate digital citizenship and technology fluency skills into curricula based on technology standards. Implement multiple software programs that enhance student learning 	\$31,001.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	School Culture	<p>Co-create a culture of open-hearted and open-minded listening that generates a compassionate and courageous community oriented toward collective action and shared responsibility. Build trust through transparency and honesty.</p> <ul style="list-style-type: none"> • Establish open and direct lines of communication between families and schools, site and district staff, and students and teachers. • Develop a culture that assumes positive intent, particularly when working through difficult situations. • Promote a growth mindset. • Provide professional learning on how to build a culture of trust in schools and classrooms. <ul style="list-style-type: none"> • Utilize Youth Truth Surveys to elicit parents, and students' feedback and input. • Outreach worker will support with parent education • Contracted nurse through SCOE 	\$56,365.00	Yes
3.5				

Goal Analysis [2021-22]

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

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

This goal was carried out by beginning to implement the 3 year LCAP cycle such as improving our district and all school site websites, purchasing multiple software licenses to aid in student learning and conducting the Youth Truth Survey. There were no substantive

differences in the planned actions and actual implementation of the actions except all field trips and 6th grade camps were on hold due to COVID-19 till the Spring of 2022.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences between Budgeted Expenditures and Estimated Actual Expenditures were due to several reasons such as not fully implementing actions and/or estimated actuals were either more or less than budgeted.

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

At this point of time in the LCAP, it is too early to report if the specific actions were effective in making progress towards goal three due to COVID-19.

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

There were no changes made to the planned goal. However, there were changes made to the metrics and desired outcomes due to a different survey being used. We no longer are using My Voice Survey rather we are now using the county wide YouthTruth Survey results thus, resulting in different metrics and desired outcomes. The new metrics are based on the categories of engagement with students, families, staff and how students are feeling about belonging in their school community. We are using this year as a baseline due to the new survey and will work on increasing the percentages in the next few years based on our equity work.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
286520	2382

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
11.12%	1.53%	\$36,935.39	12.65%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

PRINCIPALLY DIRECTED TO SERVE ENGLISH LEARNERS

Needs, Conditions, Circumstances:

- 24% of our school community are English Language Learners (66 students)
- 71% of the English Learners have a primary language of Spanish.
- 61% of English Learners are making progress towards English Language Proficiency according to the CA 2019 Dashboard.
- Only 1 English Learner (out of 62) was considered LTEL (Long Term English Learner) in 2019-2020.
- We reclassified (RFEP's) 8 students in 2020-2021 and 13 students in 2019-2020, and 4 in 2021-2022.
- On the 2019 CA Dashboard for ELA Academic Indicator (grades 3-8,11): English Learners were 39 points below standard compared to 21 points below standard for "all students"; however, compared to the state we are doing better as state data has English Learners at 45 points below standard.
- We want to increase the educational outcomes and opportunities of our English Learners

Actions

- Professional development to support providing designated and integrated ELD and to identify and implement a core set of practices based on our curriculum.
- Provide a focus on Responsive Teaching in Literacy and Math.
- Provide Supplemental Materials and Educational Software
- Provide Curriculum for Newcomer Support
- Targeted 1:1 teacher meetings with administration to analyze data and create targeted goals

Expected Outcomes

- Maintain a small number of LTEL (Long Term English Learner) students each year
- At least 65% of students are making making progress on the ELPAC as determined by the "English Learner Progress Indicator"
- Increase in the percent of English Language Learner students who are considered "proficient" according to STAR Reading

PRINCIPALLY DIRECTED TO SERVE LOW-INCOME AND FOSTER YOUTH STUDENTS

Needs, Conditions, Circumstances:

- The demographics of our school community are: 44% low-income (123 students), 1.8% Foster Youth (5 students)
- On the 2019 CA Dashboard for ELA Academic Indicator (grades 3-8,11): low income students were 37 points below standard compared to 21 points below standard for "all students"; when compared to the state low incomes students are at 30 points below standard.
- Low-income students were disproportionately impacted by COVID-19
- Low-income students have additional needs related to health and wellness, nutrition, social-emotional wellbeing, and academic support.

Actions

- Provide counseling services: social-emotional, behavioral, self- regulation, and positive social relationships.
- Provide multiple tiers of intervention (academic, behavioral, emotional) and professional development for targeted instruction to build proficiency in CCSS and MTSS support for students who need interventions in academics, emotional and/or behavioral.
- Ensure students have access to technology to develop digital literacy and academic support
- Provide a focus on Responsive Teaching in Literacy and Math.
- Provide Supplemental Materials/Software
- Targeted 1:1 teacher meetings with administration to analyze data and create targeted goals

Expected Outcomes

- Low-income students maintain an attendance rate of 96% or above.

- Increase in the percent of low-income students who are considered "proficient" according to STAR Reading

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

Piner-Olivet Union School District is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, EL and foster youth at the school site, and ensuring that funds are spent to benefit these subgroups of students. Based on educational partner feedback and research on effective practices we are implementing more than 10 LCAP Action/Services to improve services for the low income, English learner and foster youth including using a portion of the LCFF Supplemental dollars for site allocations based on the number of unduplicated youth served to allow sites to implement site specific solutions based on unique site needs, and educational partners input.

The services for foster youth, low-income and EL students has increased in quality as demonstrated by the following data points:
On the 2019 CA Dashboard (no CA Dashboard Data available for 2020 or 2021):

- 61% of English learners are making progress towards English Language Proficiency (which is considered "High" and well above the state average of 48%)
- English Learners improved from orange to green for the suspension rate, and orange to yellow for mathematics.
- English Learners improved 1.5 points on English Language Arts (and were 6 points better than state data for English learners)
- Low-income students improved 12 points on Mathematics (and were 3 points better than the state)
- The suspension rate of low-income students declined by 0.7%.
- We reclassified 21 students in the past two years. In 2021, 4 students were reclassified.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

As a result of increased number of newcomers students as well as increasing percentages of English Language Learners, we worked with educational partners (DELAC, Instructional Leadership Teams, and additional classified support for English Learners), and have determined to increase staffing to provide direct services to our English Language Learners.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	1:48
Staff-to-student ratio of certificated staff providing direct services to students	n/a	1:24

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,842,560.00	\$299,762.00		\$4,850.00	\$2,147,172.00	\$2,050,482.00	\$96,690.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Classroom Environment & Culture	All	\$1,423,149.00	\$202,506.00			\$1,625,655.00
1	1.2	Student Engagement	English Learners	\$94,310.00				\$94,310.00
1	1.3	Dynamic Learning Experiences	All		\$66,255.00			\$66,255.00
1	1.4	Curriculum and Pedagogy	English Learners Foster Youth Low Income	\$68,541.00				\$68,541.00
1	1.5	Assessment for Student Learning	English Learners	\$35,745.00				\$35,745.00
1	1.6	Professional Learning	English Learners Foster Youth Low Income	\$46,091.00			\$3,500.00	\$49,591.00
1	1.7	Leadership Development	All					\$0.00
1	1.8	Family & Community Engagement	English Learners Foster Youth Low Income	\$320.00				\$320.00
2	2.1	Whole Child Nurturance	Foster Youth Low Income	\$33,378.00				\$33,378.00
2	2.2	Lifelong Wellness	All					\$0.00
2	2.3	Tools for Families	All					\$0.00
2	2.4	Safe Environment	All	\$58,376.00				\$58,376.00
3	3.1	Community Partnerships	All	\$14,775.00				\$14,775.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.2	After School Engagement	English Learners Foster Youth Low Income	\$12,860.00				\$12,860.00
3	3.3	Technology	All		\$31,001.00			\$31,001.00
3	3.4	School Culture	English Learners Foster Youth Low Income	\$55,015.00			\$1,350.00	\$56,365.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2576933	286520	11.12%	1.53%	12.65%	\$346,260.00	0.00%	13.44 %	Total:	\$346,260.00
								LEA-wide Total:	\$346,260.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Student Engagement	Yes	LEA-wide	English Learners	All Schools	\$94,310.00	0
1	1.4	Curriculum and Pedagogy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$68,541.00	0
1	1.5	Assessment for Student Learning	Yes	LEA-wide	English Learners	All Schools	\$35,745.00	0
1	1.6	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$46,091.00	0
1	1.8	Family & Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$320.00	0
2	2.1	Whole Child Nurturance	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$33,378.00	0
3	3.2	After School Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,860.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	School Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,015.00	0

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,891,810.00	\$1,892,383.48

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Classroom Environment & Culture	No	\$1,388,929.00	1506467.40
1	1.2	Student Engagement	Yes	\$22,758.00	22203.66
1	1.3	Dynamic Learning Experiences	No	\$67,366.00	75795.67
1	1.4	Curriculum and Pedagogy	Yes	\$78,000.00	51684.45
1	1.5	Assessment for Student Learning	Yes	\$36,820.00	28079.50
1	1.6	Professional Learning	Yes	\$48,362.00	33735.18
1	1.7	Leadership Development	No	\$0.00	0
1	1.8	Family & Community Engagement	Yes	\$160.00	0
2	2.1	Whole Child Nurture	Yes	\$29,500.00	32678
2	2.2	Lifelong Wellness	No	\$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Tools for Families	No	\$0.00	0
2	2.4	Safe Environment	No	\$104,762.00	50931.86
3	3.1	Community Partnerships	No	\$14,775.00	339.99
3	3.2	After School Engagement	Yes	\$5,088.00	1751.55
3	3.3	Technology	No	\$52,509.00	36420
3	3.4	School Culture	Yes	\$42,781.00	52296.22

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
254410	\$253,710.00	\$217,578.56	\$36,131.44	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Student Engagement	Yes	\$18,087.00	22203.66	0	0
1	1.4	Curriculum and Pedagogy	Yes	\$78,000.00	51684.45	0	0
1	1.5	Assessment for Student Learning	Yes	\$36,820.00	28079.50	0	0
1	1.6	Professional Learning	Yes	\$43,274.00	30235.18	0	0
1	1.8	Family & Community Engagement	Yes	\$160.00	0	0	0
2	2.1	Whole Child Nurturance	Yes	\$29,500.00	32678	0	0
3	3.2	After School Engagement	Yes	\$5,088.00	1751.55	0	0
3	3.4	School Culture	Yes	\$42,781.00	50946.22	0	0

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2414078	254410	0	10.54%	\$217,578.56	0.00%	9.01%	\$36,935.39	1.53%

Agenda Item Summary

Action Item: **16.12 Public Hearing on the 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Olivet Elementary Charter School**

Regular Meeting of: June 8, 2022 Action Item Report Format: **Oral**

Attachment: **Draft of Local Control Accountability Plan**

Presented by: Kay Vang, CBO

Background

The Local Control Funding Formula (LCFF) legislation was signed into law by the Governor and took effect on July 1, 2013. Under the LCFF, school districts are required to develop, adopt, and annually update a three-year Local Control Accountability Plan (LCAP), beginning on July 1, 2014. According to Ed Code 52060, school districts are required to consult with staff, students, parents, and the community in developing the LCAP.

The current draft of the Olivet LCAP includes a description of the stakeholder engagement process, goals, actions and services for all students as well as subgroups.

Plan

Prior to approval of the budget under LCFF, a draft of the LCAP and the budget must be presented for public hearing. Both the LCAP and the budget are to be adopted at a subsequent meeting.

Fiscal Impact

None at this time

Recommendation

Hold the Public Hearing as Required by Law

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Olivet Charter School

CDS Code: 49708706066344

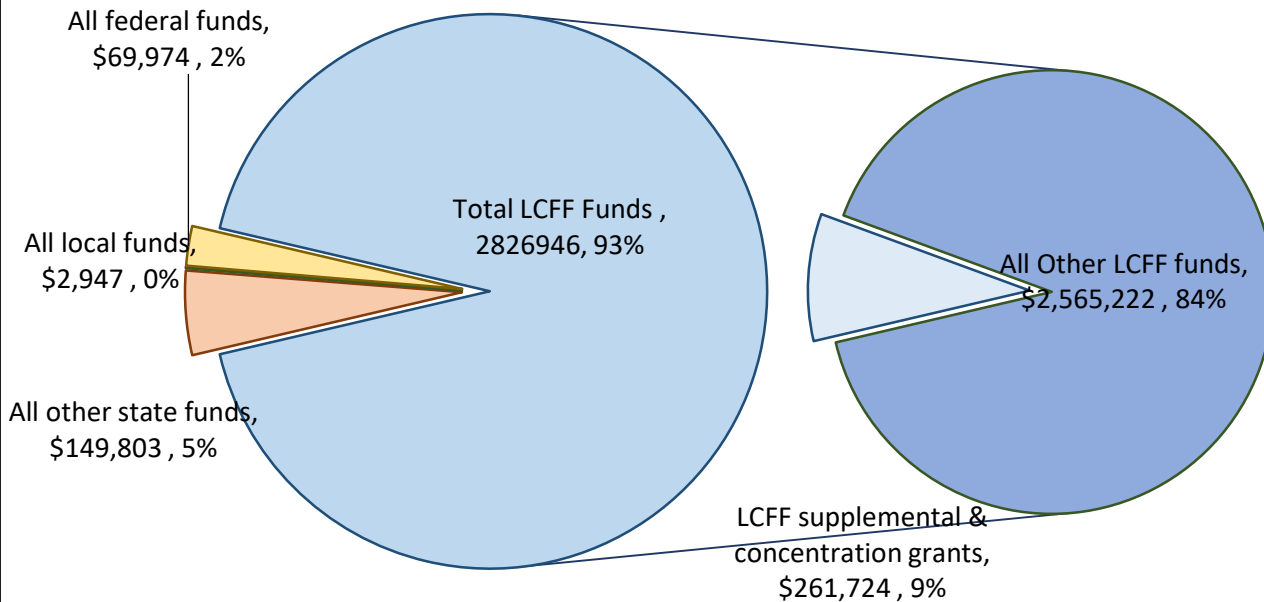
School Year: 2022 – 23

LEA contact information: Kay Vang, CBO (707) 522-3008

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

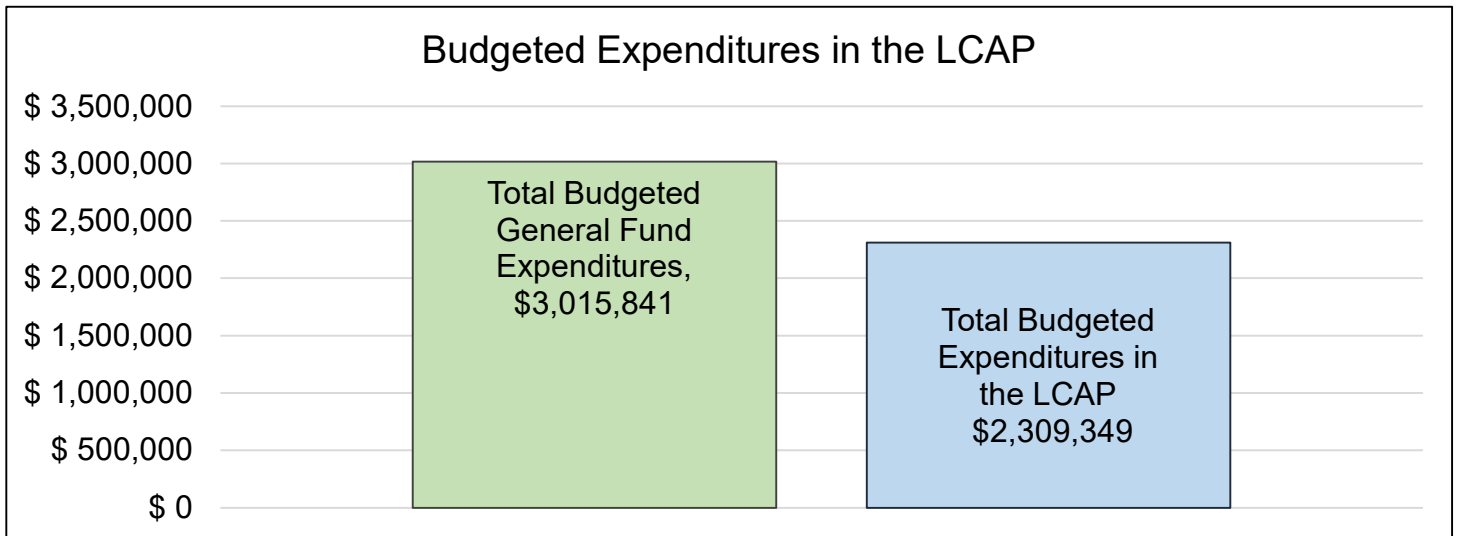


This chart shows the total general purpose revenue Olivet Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Olivet Charter School is \$3,049,670.00, of which \$2,826,946.00 is Local Control Funding Formula (LCFF), \$149,803.00 is other state funds, \$2,947.00 is local funds, and \$69,974.00 is federal funds. Of the \$2,826,946.00 in LCFF Funds, \$261,724.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Olivet Charter School plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Olivet Charter School plans to spend \$3,015,841.00 for the 2022 – 23 school year. Of that amount, \$2,309,349.00 is tied to actions/services in the LCAP and \$706,492.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

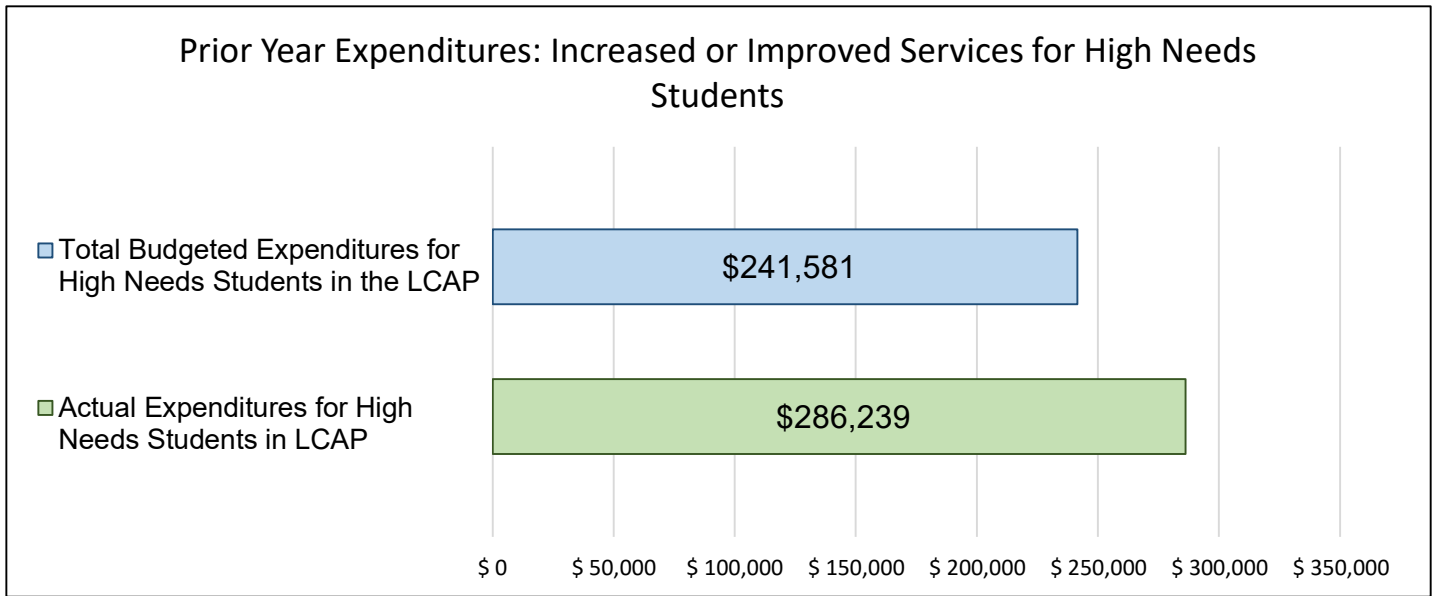
The total expenditures not included in the LCAP amount include such costs as overhead (i.e, utilities, maintenance, legal costs, insurance, etc.) contributions, and mandatory contributions.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Olivet Charter School is projecting it will receive \$261,724.00 based on the enrollment of foster youth, English learner, and low-income students. Olivet Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Olivet Charter School plans to spend \$363,766.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Olivet Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Olivet Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Olivet Charter School's LCAP budgeted \$241,581.00 for planned actions to increase or improve services for high needs students. Olivet Charter School actually spent \$286,239.00 for actions to increase or improve services for high needs students in 2021 – 22.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Olivet Charter Elementary School	Anna Moore Principal	amoore@pousd.org (707) 522-3045

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

POUSD School District created a comprehensive engagement process which solicited input from all educational partners in a variety of meaningful ways such as School Site Council and Parent Teacher Organization. Here is a link to all of our plans that outline the engagement process:

<http://www.pousd.org/state--federal-funded-plans.html>

Expanded Learning Opportunities (ELO) Grant
 ESSER III Funds
 Educator Effectiveness Block Grant

In addition, here is a timeline of our partner engagement process which included the following:
 Design Team Work for POUSD’s Strategic Plan (2018-2019), (2019-2020)
 Admin Team Committee for bridging Strategic Plan to LCAP (2019-2020)

POUSD's Strategic Plan/LCAP Overview and Input Staff Meeting (April 2021)
LCAP/Learning Recovery Committee (May 2021)
Implementation of Next Steps (2021-2022)
Board Presentation: Learning Recovery Update and Input (November 2021)

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

POUSD does not receive concentration grant add on to increase the number of staff who provide direct services to students on school campuses with UPP greater than 55%.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Piner-Olivet School District has a meaningful engagement process that consults with educational partners in a variety of ways. Listed below are some of the ways, to date, in which Piner-Olivet School District has specifically targeted the use of one-time funds to support recovery from the COVID pandemic and the impacts of distance learning.

1. The community engagement process the District engaged in through the LCAP development provided information to inform this plan.
2. The District attempted to engage in meaningful consultation with Community Advisory Committee (CAC), Sonoma County Juvenile Probation, and CHIPA (Community Health Initiatives) on September 29, 2021 via email and phone call. In spite of our attempts, the District was unable to connect with representative members from this group.
3. Presentations regarding safety protocols for reopening were discussed during public board meetings, with the opportunity for public comment.
4. There were separate Zoom meetings for parents and staff regarding the Safety Plan during the Safety Plan Committee and protocols providing more opportunities for input. Feedback from the community was incorporated into this plan.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Piner-Olivet School District will be using the ESSER III funds primarily in 3 fundamental ways as adopted by the board in July 2021. Specific actions related to each area can be found here: <http://www.pousd.org/state--federal-funded-plans.html>. Listed below are specific successes and challenges, to date, that we have experienced.

Planned Actions:

1. Health Screening
2. Routine Checking
3. Classroom Environment and Culture
4. Routine Cleaning and Disinfection
5. Dynamic Learning Experiences
6. Curriculum and Pedagogy

Successes:

1. Health Screening: Happening
2. Routine Checking: Happening
3. Classroom Environment and Culture: Teachers welcoming
4. Routine Cleaning and Disinfection: Ongoing
5. Dynamic Learning Experiences: Guided Reading Library and materials accessible
6. Curriculum and Pedagogy: BAS and STAR Testing

Challenges:

1. Health Screening: Inconsistent
2. Routine Checking: Getting results
3. Classroom Environment and Culture: COVID
4. Routine Cleaning and Disinfection: Staffing
5. Dynamic Learning Experiences: COVID
6. Curriculum and Pedagogy: COVID

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Piner-Olivet School District is using the fiscal resources received for the 21-22 school year and aligned with our LCAP. Below is how the additional funding to support LCAP goals:

ESSER III

Classroom Environment & Culture Provide students with highly qualified teaching staff to support learning and positive school climate/culture, directly support LCAP Action #1 in Goal One of the LCAP.

Dynamic Learning Experiences, Curriculum and Pedagogy, Engage students in dynamic learning experiences aligned with state standards such Readers/Writer's Workshop along with Guided Reading and Adopt and integrate research-based curriculum and pedagogy aligned to CA State Standards and Framework such as Fountas, directly support LCAP Action #3, #4, #5 in Goal One of the LCAP.

ELO

1) Extending instructional learning time- After School Tutoring/Intervention//Homework Club; Training provided for paraprofessionals Expanded Learning Opportunities Grant Plan for Piner-Olivet Union School District, which directly support LCAP goal #1.

2) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports; Coaching and mentoring to provide effective implementation of district curriculum, which directly support LCAP goal #1.

3) Integrated student supports to address other barriers to learning: Differentiated, Responsive Teaching Training for teachers and paraprofessionals to identify and provide targeted support for students. Culturally responsive teaching practices and implicit bias awareness training. SAY SC Counseling Partnership (still working on hiring counselor for Olivet), which directly support LCAP goals #2 and goal #3.

4) Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports. After school computer lab open for students and parents to use and receive tech support by a trained support provider. Training provided for paraprofessionals. Afterschool enrichment opportunities such as physical education/sports, art, and music, which directly support LCAP goals #2 and goal #3.

5) Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility, which directly support LCAP goals #1.

6) Additional academic services for students: Diagnostic, Progress Monitoring, and Benchmark Assessments of student learning, which directly support LCAP goal #1.

7) Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs: Toolbox Professional Development for teachers, paraprofessionals and parents, which supports LCAP goal #2 and #3.

EEBG

The funds will be used to support professional development for certificated teachers, administrators, and paraprofessional educators/classified staff, which supports LCAP goal #1, #2 and #3.



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Olivet Charter Elementary School	Anna Moore Principal	amoore@pousd.org 7075223045

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The school motto of Olivet Elementary Carter is "Small School, Big Heart". Our district vision is: Inspiring joyful and innovative learning in an ever-changing world. Our district mission is "As a community, we engage in authentic, dynamic, and relevant learning that develops each student's academic, emotional, and social growth." There are 337 students currently enrolled at our school . Twenty-three percent of our students are English Learners and 42% of our students are socioeconomically disadvantaged. Olivet Charter School and Piner-Olivet Union School District (POUSD) were seriously impacted by the Northern California wildfires in 2017. The Tubbs Fire destroyed over 5,500 structures and Coffey Park, a neighborhood directly across the street from our district office (one of the most densely populated areas in Santa Rosa affected by the fire). About 1,500 homes were destroyed in the small neighborhood. Many of our students and staff were directly impacted by the fires. Since then we have had Air Quality closure days where we had to close schools, PG&E power shut off days where we have had to close schools, flooding in the near by Russian River (Feb 2019), Kincade Fire (Oct 2019) that devastated a close by community to our north, COVID-19 pandemic (March 2020-ongoing) that resulted in the closure of schools and transition to distance learning and then a transition to hybrid learning, Walbridge Fire (Aug 2020) that impacted another close by community to our north, and Glass Fire (Sept 2020) that devastated a close by community to our east. Our community has been greatly impacted and social-emotional support continues to be a top priority for our district.

Reflections: Successes

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

On the 2019 CA Dashboard, the state indicators for which overall performance was in the “Blue” or “Green” performance category were: Suspension Rate was green for the following subgroups: All Students maintained less than 1%; Hispanic, decreased 0.7%; Socio-economically disadvantaged students decreased by 1% (blue performance level). English Language Arts was "blue" for the following subgroups: All local indicators on the 2019 CA Dashboard "met" the standard. There is no data on the CA Dashboard for 2020 or 2021.

Reflections: Identified Need

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

On the 2019 CA Dashboard, the state indicators for which overall performance was in the “Red” or “Orange” performance category were: Orange Performance Color for Chronic Absenteeism Rate: All Students: increased 2% to 13.5%. There were no indicators at the Red Performance Color. These data points were pre-COVID and are not able to be compared for 2019-2020 and the 2020-2021 school year. We anticipate a decrease in chronic absenteeism rate as students come back to school in-person 5 days a week after not being able to be in-person for over a year. There is no data on the CA Dashboard for 2020 or 2021.

To improve each of the areas above we believe all of new LCAP Goals will help to fully engage our learners:

- LCAP Goal 1: Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement.
- LCAP Goal 2: Support the social-emotional and physical well-being of all and recognize each person’s inherent value.
- LCAP Goal 3: Strengthen our community by embracing change and cultivating a growth mindset.

There were no local indicators where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. There were no state indicators for which performance for any student group was two or more performance levels below the “all student” performance.

LCAP Highlights

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

Goal 1: Learning Experiences: Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement.

- Classroom Environment & Culture
- Student Engagement

- Dynamic Learning Experiences
- Curriculum and Pedagogy
- Assessment for Student Learning
- Professional Learning
- Leadership Development
- Family & Community Engagement

Goal 2: Well-Being: Support the social-emotional and physical well-being of all and recognize each person’s inherent value.

- Whole Child Nurturance
- Lifelong Wellness
- Tools for Families
- Safe Environment

Goal 3: Community: Strengthen our community by embracing change and cultivating a growth mindset.

- Community Partnerships
- After School Engagement
- Technology
- School Culture

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

- The Director of Innovative Learning presented the LCAP to the District English Language Advisory Committee (DELAC) for review and comments in May 2022.
- The principal presented the LCAP to School Site Council (SSC) for review and comments on April 18th, 2022.
- The superintendent presented the LCAP to the Parent Advisory Committee (known as PTO) for review and comment in May 2021, the superintendent then responded, in writing, to comments received from the parent advisory committee
- The superintendent presented the LCAP to the English Learner Parent Advisory Committee for review and comment in May 2021, the superintendent then responded, in writing, to comments received from the English Learner Parent Advisory Committee
- The superintendent notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP using the most efficient method of notification possible (does not need to be printed or mailed)
- School Plans: N/A the LCAP serves as the School Plan as it is a single school LEA.
- The superintendent consulted with its special education local plan area administrator in May 2021 to determine that specific actions for individuals with exceptional needs are included and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs.
- The governing board held one public hearing (June 2, 2021) to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan was available for public inspection. The public hearing was held at the same meeting as the public hearing for Budget Adoption)
- The governing board adopted the LCAP in a public meeting (June 16, 2021). This meeting was held after, but not on the same day as, the public hearing. This meeting was the same meeting that the governing board adopted a budget.

*items above are required by CA Education Code 52062

- Design Team (Nov 15-16, 2018; Jan 16-17, 2019; March 28-19, 2019; Sept 26-27, 2019; Nov 8, 2019)
- Teachers provided input on LCAP in the following ways: staff meeting, future-focused professional development process, survey, local bargaining unit (May 2019, April 2021)
- Administrators provided input on the LCAP in the following ways: Leadership Team Meeting, Cabinet Meetings (May 5, 2020; June 5, 2020)
- Students provided input on the LCAP in the following ways: surveys, meetings, discussions
- Classified provided input on the LCAP in the following ways: surveys, local bargaining unit (May 2019, April 2021)
- Site Councils provided input on the LCAP (April/May 2021)

A summary of the feedback provided by specific educational partners.

The "Design Team" utilized feedback from all stakeholder groups to finalize the goals and actions during the 2019-2020 school year (before COVID). It is important to note that LCAP Goal 2 "Support the social-emotional and physical well-being of all and recognize each person's inherent value" of our LCAP is particularly important to our community as we have experienced significant emotional strain over the past 4 years. The goals and actions were then reviewed prior to the 2021-2022 adoption to ensure that these goals and actions continued to be relevant in a post-COVID environment.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

All LCAP Goals and Actions were revamped during the 2019-2020 school year for the 2020-2021 LCAP cycle. However, these goals and actions were not officially put into place until the 2021-2022 LCAP cycle (current cycle) due to the LCAP cycle being put on pause for the 2020-2021 school year. All stakeholders were important in the development of our goals and actions. Out of extensive future focus professional development and discussion we collaboratively developed the goals and actions listed in this LCAP. All stakeholder groups reviewed and approved the plan.

Goals and Actions

Goal

Goal #	Description
1	Learning Experiences: Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement.

An explanation of why the LEA has developed this goal.

The goal was developed based on stakeholder input and ensuring state priorities are met. The Design Team developed this goal and actions based on stakeholder feedback. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). The following priority areas align with the stakeholder value of exceptional learning experiences: Priority 1 – Basics (Teachers, Instructional Materials), Priority 2 – Implementation of Academic Standards, Priority 4 – Performance on Standardized Tests, Priority 5 – Pupil Engagement , and Priority 7 – Access to a Broad Course of Study. If completed and achieved, the actions and metrics grouped together demonstrate all the component necessary for providing learning experiences that increase students achievement, engagement and preparedness for their future.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA Academic Indicator	Utilization of 2021--22 STAR results to establish each student's (K-10) baseline achievement levels	STAR Results for ELA: K: 44% 1: 38% 2: 39% 3: 59% 4: 31% 5: 38% 6: 32%			Each student achieving + 50% STAR grade-level equivalency each school year
Math Academic Indicator	Utilization of 2021--22 STAR results to establish each student's (K-10)	Math Results for ELA: K: N/A 1: N/A 2: 27%			Each student achieving + 50% STAR grade-level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	baseline achievement levels	3: 48% 4: 34% 5: 39% 6: 45%			equivalency each school year
EL Progress (CA Dashboard)	Status: 61% Progress Level: High	N/A- No CA Dashboard Data in 2022			Achieve 5% growth by the end of Year 2
Reclassification Rate	0 students	0 out of 65 English Language Learners were reclassified			100% of Level 4 students will be RFEF'd within 3 years.
Standards Aligned Materials % of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100%	100%			Continue to reach 100% rate for student access to standards aligned materials
Facilities in Good Repair (FIT Report)	100%	77% on FIT Report			Work to reach 100% rate for FIT rating
# of Williams Complaints	0	0			Continue to reach 0 Williams Complaints
# instances where facilities do not meet the "good repair" standard	100%	77% on FIT Report			Work to reach 100% rate for FIT rating
Broad Course of Study	100%	100%			Continue to reach 100% benchmark

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Misassignment of teachers	0%	0%			Continue to have 0 misassignment of teachers

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Classroom Environment & Culture	<p>Provide each student with a highly qualified teaching staff to support learning and positive school climate/culture:</p> <ul style="list-style-type: none"> • Highly Qualified Principal • Highly Qualified Teachers <p>Develop a positive, collaborative, innovative learning environment that supports students in being confident to achieve their personal best.</p> <ul style="list-style-type: none"> • Arrange flexible and choice-driven learning environments so that arrangement of room is conducive to and supports learning. • Classroom systems and routines facilitate student responsibility, ownership, and independence. • Class time is maximized in the service of learning. • Co-create purposeful, relevant, accessible learning resources. Students have access to resources in the environment to support their learning and independence. • Develop and nurture a community of learners. • Classroom norms encourage trust-building, risk-taking, collaboration, and respect for divergent thinking. • Foster collaborative conversation and open discourse. • Classroom interactions reflect high expectations and beliefs about all students’ intellectual capabilities and creates a culture of inclusivity, equity, and accountability for learning. 	\$1,660,914.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Student Engagement	<p>Address the needs of English learners and socioeconomically disadvantaged students by providing:</p> <ul style="list-style-type: none"> • Intervention materials/supplies (i.e. Read Naturally, SIPPS, National Geographic Materials) • ELD Assistant (Pos #396 & #398) and Instructional Assistants (Pos #460, 407, 439, 415, 409 - TK IA) • Highly Qualified Teachers • TK Program Assistant to support our TK program and unduplicated pupils <p>Cultivate learning processes and environments that foster deep engagement, intellectual development, and communication.</p> <ul style="list-style-type: none"> • Integrate student voice and choice in learning experiences. • Students take ownership of their learning to develop, test, and refine their thinking. • Students' classroom work embodies substantive intellectual engagement. • Engagement strategies capitalize and build upon students' academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. • Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in their learning experience. • Engagement strategies build on students' strengths and address the needs of English learners and socioeconomically disadvantaged students. 	\$202,690.00	Yes
1.3	Dynamic Learning Experiences	<p>Engage all students in dynamic learning experiences that align with state standards and embrace competencies such as critical thinking and problem-solving that carry into other domains of life:</p> <ul style="list-style-type: none"> • Music teacher (1 FTE shared between 3 K-6 sites/.25 FTE) 	\$53,005.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Carnegie Math curriculum • Number Corner/Bridges math curriculum • Focus on strategic yearlong planning that informs units and daily lesson plans. • Utilize both standards-aligned curriculum and multi-disciplinary projects. • Lessons are intentionally linked to other lessons in support of students meeting standards. • Lessons are meaningful and relevant beyond the task at hand, and assist students in learning and applying transferable knowledge and skills. • Learning targets and criteria for success are clearly articulated, linked to standards, embedded in instruction, and understood by students. • Teaching points are based on the teacher's knowledge of students' learning needs in relation to the learning targets. • Create formative learning processes for all students with measurable learning targets. • Develop curricular activities that bridge in-class and online learning with real world applications. 		
1.4	Curriculum and Pedagogy	<ul style="list-style-type: none"> • Consulting Services to support EL instruction (F and P consulting) • Computer software programs such as Mystery Science and Lexia • Technology Integration coach (1 FTE shared by 3 K-6 schools) to support EL strategies 	\$72,920.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Adopt and integrate research-based curriculum and pedagogy that are tied to California State Standards and Framework which supports high student achievement and engagement.</p> <ul style="list-style-type: none"> • Make decisions and utilize instructional approaches in ways that intentionally support his/her instructional purposes. • Instructional materials (e.g. texts, resources, etc.) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant. • Ensure that instructional materials and strategies are grounded in cultural competency and are geared toward creating an equitable school and classroom environment. • All English learners receive a comprehensive program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program designed to meet California State ELD standards. • Lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time. • Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking. • Utilize instructional strategies based on planned and/or in-the-moment decisions, to address individual learning needs. • Provide scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence. • Design professional development opportunities for certificated and classified staff to support curriculum and pedagogy implementation. 		

Action #	Title	Description	Total Funds	Contributing
1.5	Assessment for Student Learning	<p>Assessment cycles are continually utilized by educators and students to ensure learning activities lead to student success. Teachers use assessment results to modify curriculum and learning activities to address student needs.</p> <ul style="list-style-type: none"> • Develop systems in which students assess their own learning and the work of their peers in relation to the learning target. • Create multiple assessment opportunities and expect all students to demonstrate learning. • Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student. • Use observable systems and routines for recording and using student assessment data. • Assessment criteria, methods, and purposes are transparent and match the learning target. • Apply formative assessment data to make in-the-moment instructional adjustments, to modify future lessons, and give targeted feedback to students. <p>Utilize formative assessment data to make in-the-moment instructional adjustments, to modify future lessons, and give targeted feedback to students:</p> <ul style="list-style-type: none"> • Renaissance Learning (STAR Reading & Star Math) • Conduct needs assessment for resources for balanced literacy • Administer ELPAC assessment to assess ELD level 	\$2,765.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Professional Learning	<p>Provide professional development workshops for teachers, classified instructional support staff, and principals to better support EL students.</p> <ul style="list-style-type: none"> • -Teachers will participate in 1:1 meetings on Student Assessment Team Meetings (Site Based) to review EL data to inform instruction and provide goals for students. • Director of Innovative Learning (.5 FTE) will train staff and support staff on ELD strategies • Participate in Carnegie Math Onsite Academy/Workshop (\$6500 split between 3 elementary sites) • Consulting services to support staff professional development • Provide administrators with materials to support prof development <p>Ensure every educator is highly effective and ever-developing in their role, and an active member of effective, collaborative teams that engage in future-focused professional learning.</p> <ul style="list-style-type: none"> • Include team building activities and norm development in professional development. • Provide professional learning on how to build a culture of trust in schools and classrooms. <p>Integrate professional development focused on virtual platforms, software, pedagogy, and curriculum within fluid learning environments.</p> <ul style="list-style-type: none"> • Acknowledge and utilize teachers' strengths. • Continue professional development opportunities on equity in education and ensuring all students have access to high-quality learning in a welcoming environment. • Highlight classrooms that employ formative learning practices. • Ground professional learning in student performance and formative learning. • Engage in professional learning experiences to develop district-wide guidelines for implementing research based formative learning practices. 	\$43,662.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Participate in cooperative teams and communities of practice to deepen student learning. • Focus on and utilize the Center for Educational Leadership’s 5 Dimensions of Teaching and Learning to inform daily practice, enhance learning opportunities, and encourage professional growth. • Create professional development for educators around global awareness and the future world of work • Engage in communities of practice to co-create evidence-based teaching practices to deepen student learning. • Emphasize the formative learning process for students and staff throughout POUSD classrooms, activities, and operations. 		
1.7	Leadership Development	<p>Support leaders in building student-focused, growth- oriented, trust-based cultures where innovation and learning flourish.</p> <ul style="list-style-type: none"> • Develop, support, and acknowledge teacher leaders to build capacity. • Plan and schedule leadership retreats, meetings, and collaborative work sessions to focus on the Four -Dimensions of Instructional Leadership. • Encourage leadership collaboration such as sharing ideas and resources, and analyzing school data. • Cultivate relationships to build trust-based culture. • Engage in reflection and formative learning cycles. 		
1.8	Family & Community Engagement	<p>Create opportunities to participate in a productive and ongoing, multi-directional dialogue to enhance home-school understanding, and support students’ accessing future-forward education.</p>	\$300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Provide frequent and clear communication between the school and the broader school community • Utilize online educational programs that reinforce and share student learning. • Involve families in family nights, games, surveys, interviews, and exhibitions. • Communicate student progress, achievements, and struggles through a variety of mediums. • Empower students to communicate their success, challenges, and growth through student led conferences. • Provide all families and the community with opportunities to engage with curriculum. <p>Provide frequent and clear communication between the school and the broader school community using Weebly Pro.</p>		

Goal Analysis [2021-22]

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

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

This goal was carried out by beginning to implement the 3 year LCAP cycle such as implementing summer school, intervention materials, our math adoption and technology software. There were no substantive differences in the planned actions and actual implementation of actions. The following school year we will be implementing National Geographic Curriculum to support our English Language Learners, a TK Program Assistant to support our TK program and unduplicated pupils.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences between Budgeted Expenditures and Estimated Actual Expenditures were due to several reasons such as not fully implementing actions and/or estimated actuals were either more or less than budgeted.

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

At this point of time in the LCAP, it is too early to report if the specific actions were effective in making progress towards goal one due to COVID-19 pandemic and using year one as a baseline for the next two years.

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

There were no changes at this time made to the planned goal, metrics, desired outcomes, or actions for the coming year besides implementing National Geographic Curriculum to support our English Language Learner students, a TK Program Assistant to support our TK program and unduplicated pupils during the next school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Well-Being: Support the social-emotional and physical well-being of all and recognize each person's inherent value.

An explanation of why the LEA has developed this goal.

The goal was developed based on stakeholder input and ensuring state priorities are met. The Design Team developed this goal and actions based on stakeholder feedback. All of our stakeholders want to prioritize social-emotional support and physical well-being. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). The following priority areas align with the stakeholder value of a well rounded educational program: Priority 5 – Pupil Engagement, and Priority 6 – School Climate. If completed and achieved, the actions and metrics grouped together demonstrate all the component necessary for ensuring the healthy well-being of our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	1st 6 months of 2021-2022 school year: 94%	Aug. 2021- May. 2022: 97.5%			Achieve an attendance rate of 98%+
Chronic Absenteeism Rate	2019: 13.5%	Unavailable: NO CA Dashboard update in 2021			Achieve Chronic Absenteeism rate of 10%
Suspension Rate	2019: 0.9%	Unavailable: NO CA Dashboard update in 2021			Decline by at least 0.3%
Expulsion Rate	0%	0%			Maintain a 0% Expulsion Rate
% feel school is welcoming and friendly	My Voice Survey- 69%	My school creates a friendly environment: 85% (Youth Truth			<1% result on subsequent surveys

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Survey Results- parent results)			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Whole Child Nurturance	<p>Provide comprehensive student-centered programs that recognize each student’s inherent value, meet the wellness needs of students, and infuse social-emotional learning opportunities into daily experiences</p> <ul style="list-style-type: none"> • Actively seek to create equity-minded schools that recognize and welcome the diverse backgrounds of our students. • Develop a sense of community and belonging through active family engagement. • Provide a rich Multi-Tiered Systems of Support (MTSS) that addresses the needs of individual students. • Provide opportunities to celebrate our differences. • SEL curricula integrated in classroom • Encourage site-based focus on Restorative Practices and Toolbox. • Assembling a district-wide committee focused on researching, creating, and implementing an improved food -service. • Creating opportunities for students to drive their own learning around fitness and nutrition. • Support teachers in integrating nutrition and exercise learning into classroom curricula. <p>Provide counseling and health services for foster youth and low-income students as needed. Provide Restorative Practices and Toolbox Consumable materials.</p>	\$25,037.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Lifelong Wellness	<p>Provide opportunities and experiences for staff to understand and support their own and each other's social, emotional, and physical wellness.</p> <ul style="list-style-type: none"> • Create opportunities for staff to engage in healthy activities and develop a growth mindset. • Support a healthy and balanced lifestyle. • Incorporate mindfulness and community-building activities into professional development and other site activities. • Leverage meetings and day to day connections to build relationships and trust. 		No
2.3	Tools for Families	<p>Enhance educational opportunities for all families by providing them with tools and strategies for addressing their student's emotional, social, and physical needs.</p> <ul style="list-style-type: none"> • Develop a warm and welcoming school environment where families feel welcome. • Foster ongoing relationships between families and schools. • Strive to cultivate open lines of communication between families and schools. • Create and communicate a comprehensive list of district, school, and community resources. • Develop a series of Parent Education Evenings (district wide): parenting, nutrition, MTSS, Parent University. • Provide various opportunities, at different times of the day, for parents to participate in school activities. 		No
2.4	Safe Environment	<p>Support leaders, staff, families, and students in establishing and maintaining a physically safe environment.</p> <ul style="list-style-type: none"> • Cultivate a mindset of shared responsibility for school safety among all stakeholders. 	\$219,264.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Prioritize and upgrade our facilities plan for older campuses to develop safer and more engaging learning environments. • Restructure facility operations to develop a more cohesive and streamlined School Safety Plan. • Communicate School Safety Plan, practice steps outlined in plan, and follow procedures as developed. <p>Maintenance/custodial staff will ensure maintenance repairs. Yard Duty Supervisors and Bus Duty Supervisors will supervise students during non-instructional time to ensure school safety.</p>		

Goal Analysis [2021-22]

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

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

This goal was carried out by beginning to implement the 3 year LCAP cycle such as working towards equity minded, using SEL curriculum and maintaining a safe environment through our supervision and custodial/maintenance staff. There were no substantive differences in the planned actions and actual implementation of the actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences between Budgeted Expenditures and Estimated Actual Expenditures were due to several reasons such as not fully implementing actions and/or estimated actuals were either more or less than budgeted.

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

At this point of time in the LCAP, it is too early to report if the specific actions were effective in making progress towards goal two due to COVID-19.

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

There were minimal changes at this time made to the planned goal, metrics, desired outcomes, or actions for the coming year. One of the metrics we are now using the Youth Truth Survey instead of the My Voice Survey. The new question from families is: My school creates a friendly environment. We are working on making progress on that question through our equity work.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Community: Strengthen our community by embracing change and cultivating a growth mindset.

An explanation of why the LEA has developed this goal.

The goal was developed based on stakeholder input and ensuring state priorities are met. The Design Team developed this goal and actions based on stakeholder feedback. All of our stakeholders wanted to prioritize strengthening our community. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). The following priority areas align with the stakeholder value community: Priority 3 – Parent Engagement, Priority 5 – Pupil Engagement, and Priority 6 – School Climate. If completed and achieved, the actions and metrics grouped together demonstrate all the component necessary for ensuring a school culture beneficial to our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement (Local Indicator)	"Met" (see local indicators for detailed report)	Baseline: Youth Truth Survey: 44% Family Engagement			Exceed 50% rating on survey for % of students who are engaged with the school community
% of staff who feel like a valued member of school community	Baseline: Youth Truth Survey: 89% Students Engagement	Baseline: Youth Truth Survey: 89% Students Engagement			Exceed 89% rating on survey for % of students who are engaged with the school community
% of staff who feel PD is important to educational growth	Baseline: Youth Truth Survey: 53% Students Belonging	Baseline: Youth Truth Survey: 53% Students Belonging			Exceed 53% rating on survey for % of students who feel belonging in their school community

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of staff work in a collaborative manner	Baseline: Youth Truth Survey: 95% Staff Engaged	Baseline: Youth Truth Survey: 95% Staff Engaged			Exceed 95% rating on survey for % of staff who are engaged with the school community
% of students have access to a technology device	100%	100%			Maintain 100% regarding % of students have access to a technology device

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Partnerships	<p>Enhance learning opportunities for students through community partnerships to learn about their world and serve as active participants in their community:</p> <ul style="list-style-type: none"> • Transportation (school busses) will be provided for students to participate in Off-Campus community learning events (based on \$25/ADA). • 6th grade students will participate in Science Outdoor Education (based on \$180/6th grade students and adults/chaperones). <ul style="list-style-type: none"> • Expand partnerships with community agencies for social-emotional needs in all schools, civic engagement, and future focused world experiences. • Integrate civic-minded, future-focused and globally-pertinent activities and projects within our curricula. • Enhance curricular learning by connecting students to our broader community. • Provide opportunities for civic involvement and volunteerism at every age. 	\$12,400.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Invite community members to become involved in our school community. • Leverage community partnerships (e.g. Sonoma County Office of Education) to create stronger school:career connections. 		
3.2	After School Engagement	<p>Offer engaging and age appropriate enrichment opportunities outside of regular school hours with a focus on EL students and socioeconomically disadvantaged students.</p> <ul style="list-style-type: none"> • Provide supplies and materials for After-school programs. • Expand after school engagement activities such as assemblies, sports programs, and robotics • Offer after school tutoring opportunities • Create and communicate a comprehensive list of district, school, and community resources of after-school enrichment activities. • Coordinate with community organizations and families to increase access to a variety of extracurricular activities. 	\$2,839.00	Yes
3.3	Technology	<p>Acquire, maintain, and utilize current technology to increase communication between schools and community, and to improve educational opportunities for students.</p> <ul style="list-style-type: none"> • Build and maintain technology infrastructure that is reliable and meets the demands of 21st Century technology. • Develop a sustained and reliable social media and website presence. 		No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Provide technology training for teachers and classified staff, particularly around distance learning, technology skills, and online education programs. • Incorporate digital citizenship and technology fluency skills into curricula based on technology standards. • Implement multiple software programs that enhance student learning. • Leverage distance learning. 		
3.4	School Culture	<p>Co-create a culture of open-hearted and open-minded listening that generates a compassionate and courageous community oriented toward collective action and shared responsibility.</p> <p>Build trust through transparency and honesty.</p> <ul style="list-style-type: none"> • Establish open and direct lines of communication between families and schools, site and district staff, and students and teachers. • Develop a culture that assumes positive intent, particularly when working through difficult situations. • Promote a growth mindset. • Provide professional learning on how to build a culture of trust in schools and classrooms. • Provide opportunities to build relationships through sharing of newsletters, celebrations of staff, and community celebrations. <p>Utilize Youth Truth Surveys to elicit parents, and students' feedback and input.</p> <p>Outreach worker (Pos # 299 - .6 FTE & #404 - .2 FTE) will support with parent education.</p> <p>Nurse Contract through SCOE</p>	\$13,553.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

This goal was carried out by beginning to implement the 3 year LCAP cycle such as improving our district and all school site websites, purchasing multiple software licenses to aid in student learning and conducting the Youth Truth Survey. There were no substantive differences in the planned actions and actual implementation of the actions except all field trips and 6th grade camps were on hold due to COVID-19 till the Spring of 2022.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences between Budgeted Expenditures and Estimated Actual Expenditures were due to several reasons such as not fully implementing actions and/or estimated actuals were either more or less than budgeted.

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

At this point of time in the LCAP, it is too early to report if the specific actions were effective in making progress towards goal three due to COVID-19.

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

There were no changes made to the planned goal. However, there were changes made to the metrics and desired outcomes due to a different survey being used. We no longer are using My Voice Survey rather we are now using the county wide YouthTruth Survey results thus, resulting in different metrics and desired outcomes. The new metrics are based on the categories of engagement with students, families, staff and how students are feeling about belonging in their school community. We are using this year as a baseline due to the new survey and will work on increasing the percentages in the next few years based on our equity work.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
261724	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.20%	0.00%	\$0.00	10.20%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

PRINCIPALLY DIRECTED TO SERVE ENGLISH LEARNERS

Needs, Conditions, Circumstances: (no CA Dashboard Data available for 2020 or 2021)

- 23% of our school community are English Language Learners (78 students)
- 84% of the English Learners have a primary language of Spanish.
- 53% of English Learners are making progress towards English Language Proficiency according to the CA 2019 Dashboard.
- 2 out of 78 English Learners were considered LTEL (Long Term English Learner) in 2019-2020.
- We reclassified (RFEP's) 8 students in 2020-2021 and 0 in 2021-2022.
- On the 2019 CA Dashboard for ELA Academic Indicator, English Learners increased 23 points.
- On the 2019 CA Dashboard for Mathematics Indicator, English Learners increased 14 points.
- On the 2019 CA Dashboard for Chronic Absenteeism, English Learners decreased by 0.7%
- We want to increase the educational outcomes and opportunities of our English Learners

Actions

- Professional development to support providing designated and integrated ELD and to identify and implement a core set of practices based on our curriculum.
- Provide a focus on Responsive Teaching in Literacy and Math.
- Provide Supplemental Materials and Educational Software
- Provide Curriculum for Newcomer Support
- Targeted 1:1 teacher meetings with administration to analyze data and create targeted goals

Expected Outcomes

- Maintain a low number of LTEL students (Long Term English Learner)
- At least 65% of students are making making progress on the ELPAC as determined by the "English Learner Progress Indicator"
- Increase in the percent of English Language Learner students who are considered "proficient" according to STAR Reading

PRINCIPALLY DIRECTED TO SERVE LOW-INCOME AND FOSTER YOUTH STUDENTS

Needs, Conditions, Circumstances: (no CA Dashboard Data available for 2020 or 2021)

- The demographics of our school community are: 42% low-income (142 students), 0% Foster Youth (0 students)
- On the 2019 CA Dashboard for ELA Academic Indicator, low income students increased 24 points.
- On the 2019 CA Dashboard for Mathematics Indicator, low income students increased 28 points.
- On the 2019 CA Dashboard for Suspension Rate, low-income students decreased by 1% (0.6% of low-income students were suspended)
- On the 2019 CA Dashboard for Chronic Absenteeism, low-income students had a 16.5% chronically absent rate (and increased by 0.9%)
- Low-income students were disproportionately impacted by COVID-19
- Low-income students have additional needs related to health and wellness, nutrition, social-emotional wellbeing, and academic support.

Actions

- Provide counseling services: social-emotional, behavioral, self- regulation, and positive social relationships.
- Provide multiple tiers of intervention (academic, behavioral). and Professional development for targeted instruction to build proficiency in CCSS and MTSS support for students who need interventions in academics, emotional and/or behavioral.
- Ensure students have access to technology to develop digital literacy and academic support
- Provide a focus on Responsive Teaching in Literacy and Math.
- Provide Supplemental Materials/Software
- Targeted 1:1 teacher meetings with administration to analyze data and create targeted goals

Expected Outcomes

- Decrease the percent of chronically absent low-income students
- Increase in the percent of low-income students who are considered "proficient" according to STAR Reading

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

Olivet Charter is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, EL and foster youth at the school site, and ensuring that funds are spent to benefit these subgroups of students. Based on educational partners feedback and research on effective practices we are implementing more than 10 LCAP Action/Services to improve services for the low income, English learner and foster youth including using a portion of the LCFF Supplemental dollars for site allocations based on the number of unduplicated youth served to allow sites to implement site specific solutions based on unique site needs, and educational partners input.

The services for foster youth, low-income and EL students has increased in quality as demonstrated by the following data points:

On the 2019 CA Dashboard: (no CA Dashboard Data available for 2020 or 2021)

- 53% of English learners are making progress towards English Language Proficiency (which is considered "Medium" and above the state average of 48%)
- We reclassified 8 students last year and 0 students this year.
- On the 2019 CA Dashboard for ELA Academic Indicator, low income students increased 24 points.
- On the 2019 CA Dashboard for Mathematics Indicator, low income students increased 28 points.
- On the 2019 CA Dashboard for ELA Academic Indicator, English Learners increased 23 points.
- On the 2019 CA Dashboard for Mathematics Indicator, English Learners increased 14 points.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:88	n/a
Staff-to-student ratio of certificated staff providing direct services to students	1:23	n/a

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,256,344.00	\$53,005.00			\$2,309,349.00	\$2,238,071.00	\$71,278.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Classroom Environment & Culture	All	\$1,660,914.00				\$1,660,914.00
1	1.2	Student Engagement	English Learners	\$202,690.00				\$202,690.00
1	1.3	Dynamic Learning Experiences	All		\$53,005.00			\$53,005.00
1	1.4	Curriculum and Pedagogy	English Learners	\$72,920.00				\$72,920.00
1	1.5	Assessment for Student Learning	English Learners Foster Youth Low Income	\$2,765.00				\$2,765.00
1	1.6	Professional Learning	English Learners Low Income	\$43,662.00				\$43,662.00
1	1.7	Leadership Development						
1	1.8	Family & Community Engagement	English Learners Foster Youth Low Income	\$300.00				\$300.00
2	2.1	Whole Child Nurturance	Foster Youth Low Income	\$25,037.00				\$25,037.00
2	2.2	Lifelong Wellness	All					
2	2.3	Tools for Families	All					
2	2.4	Safe Environment	All	\$219,264.00				\$219,264.00
3	3.1	Community Partnerships	All	\$12,400.00				\$12,400.00
3	3.2	After School Engagement	Foster Youth Low Income	\$2,839.00				\$2,839.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.3	Technology	All					
3	3.4	School Culture	English Learners Foster Youth Low Income	\$13,553.00				\$13,553.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2565222	261724	10.20%	0.00%	10.20%	\$363,766.00	0.00%	14.18 %	Total:	\$363,766.00
								LEA-wide Total:	\$363,766.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Student Engagement	Yes	LEA-wide	English Learners	All Schools	\$202,690.00	
1	1.4	Curriculum and Pedagogy	Yes	LEA-wide	English Learners	All Schools	\$72,920.00	
1	1.5	Assessment for Student Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,765.00	
1	1.6	Professional Learning	Yes	LEA-wide	English Learners Low Income	All Schools	\$43,662.00	
1	1.8	Family & Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300.00	
2	2.1	Whole Child Nurturance	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$25,037.00	
3	3.2	After School Engagement	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$2,839.00	
3	3.4	School Culture	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$13,553.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,609,947.00	\$2,116,700.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Classroom Environment & Culture	No	\$1,082,315.00	1590461
1	1.2	Student Engagement	Yes	\$104,690.00	144866
1	1.3	Dynamic Learning Experiences	No	\$34,288.00	34189
1	1.4	Curriculum and Pedagogy	Yes	\$51,836.00	63034
1	1.5	Assessment for Student Learning	Yes	\$2,496.00	2482
1	1.6	Professional Learning	Yes	\$60,989.00	39447
1	1.7	Leadership Development			0
1	1.8	Family & Community Engagement	Yes	\$150.00	0
2	2.1	Whole Child Nurturance	Yes	\$11,291.00	22956
2	2.2	Lifelong Wellness	No		0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Tools for Families	No		0
2	2.4	Safe Environment	No	\$228,472.00	205302
3	3.1	Community Partnerships	No	\$12,400.00	0
3	3.2	After School Engagement	Yes	\$6,310.00	161
3	3.3	Technology	No		0
3	3.4	School Culture	Yes	\$14,710.00	13802

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
237809	\$241,581.00	\$286,239.00	(\$44,658.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Student Engagement	Yes	\$104,690.00	144866	0	0
1	1.4	Curriculum and Pedagogy	Yes	\$51,836.00	63034	0	0
1	1.5	Assessment for Student Learning	Yes	\$2,496.00	2482	0	0
1	1.6	Professional Learning	Yes	\$60,989.00	39447	0	0
1	1.8	Family & Community Engagement	Yes	\$150.00	0	0	0
2	2.1	Whole Child Nurturance	Yes	\$400.00	22956	0	0
3	3.2	After School Engagement	Yes	\$6,310.00	161	0	0
3	3.4	School Culture	Yes	\$14,710.00	13293	0	0

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2355478	237809	0	10.10%	\$286,239.00	0.00%	12.15%	\$0.00	0.00%

Agenda Item Summary

Action Item: **16.13 Public Hearing on the 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Schaefer Charter School**

Regular Meeting of: June 8, 2022 Action Item Report Format: **Oral**

Attachment: **Draft of Local Control Accountability Plan**

Presented by: Kay Vang, CBO

Background

The Local Control Funding Formula (LCFF) legislation was signed into law by the Governor and took effect on July 1, 2013. Under the LCFF, school districts are required to develop, adopt, and annually update a three-year Local Control Accountability Plan (LCAP), beginning on July 1, 2014. According to Ed Code 52060, school districts are required to consult with staff, students, parents, and the community in developing the LCAP.

The current draft of the Schaefer LCAP includes a description of the stakeholder engagement process, goals, actions and services for all students as well as subgroups.

Plan

Prior to approval of the budget under LCFF, a draft of the LCAP and the budget must be presented for public hearing. Both the LCAP and the budget are to be adopted at a subsequent meeting.

Fiscal Impact

None at this time

Recommendation

Hold the Public Hearing as Required by Law

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Morrice Schaefer Charter School

CDS Code: 49-70870-61-09144

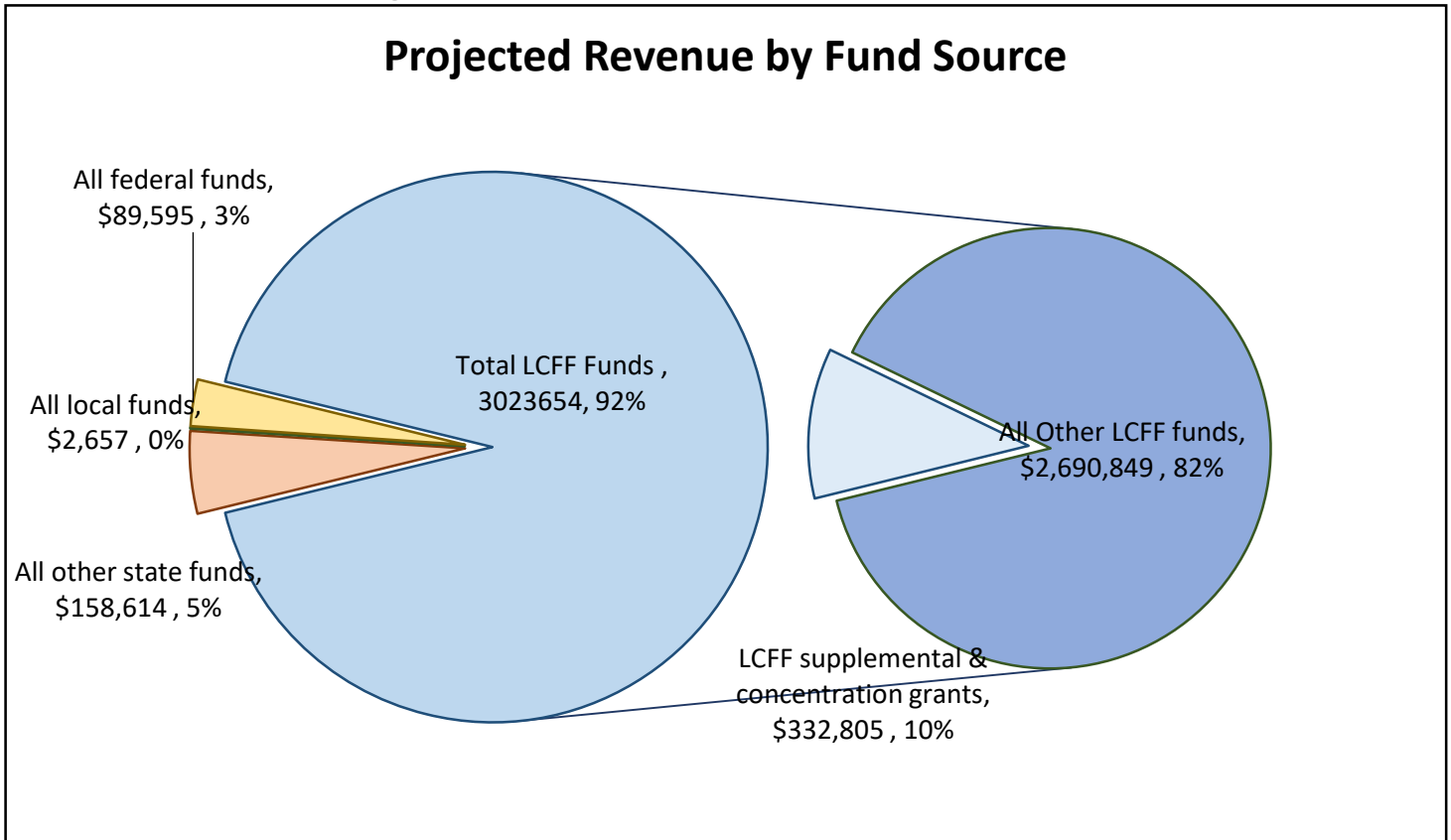
School Year: 2022 – 23

LEA contact information: Kay Vang, CBO (707) 522-3008

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

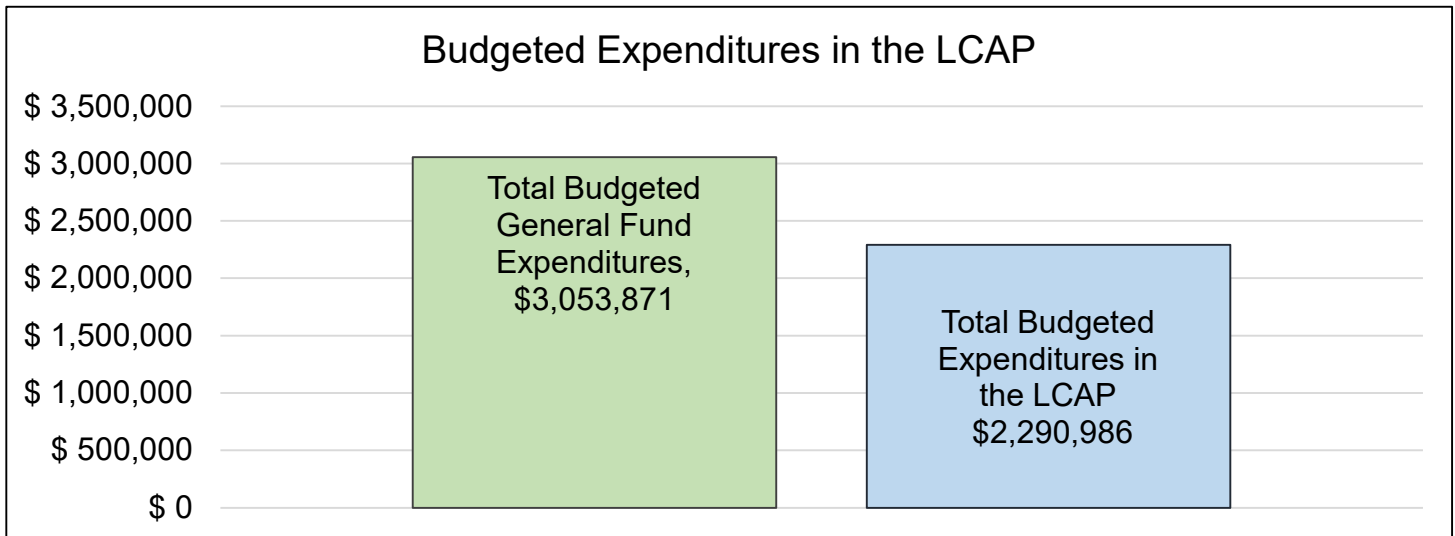


This chart shows the total general purpose revenue Morrice Schaefer Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Morrice Schaefer Charter School is \$3,274,520.00, of which \$3,023,654.00 is Local Control Funding Formula (LCFF), \$158,614.00 is other state funds, \$2,657.00 is local funds, and \$89,595.00 is federal funds. Of the \$3,023,654.00 in LCFF Funds, \$332,805.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Morrice Schaefer Charter School plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Morrice Schaefer Charter School plans to spend \$3,053,871.00 for the 2022 – 23 school year. Of that amount, \$2,290,986.00 is tied to actions/services in the LCAP and \$762,885.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

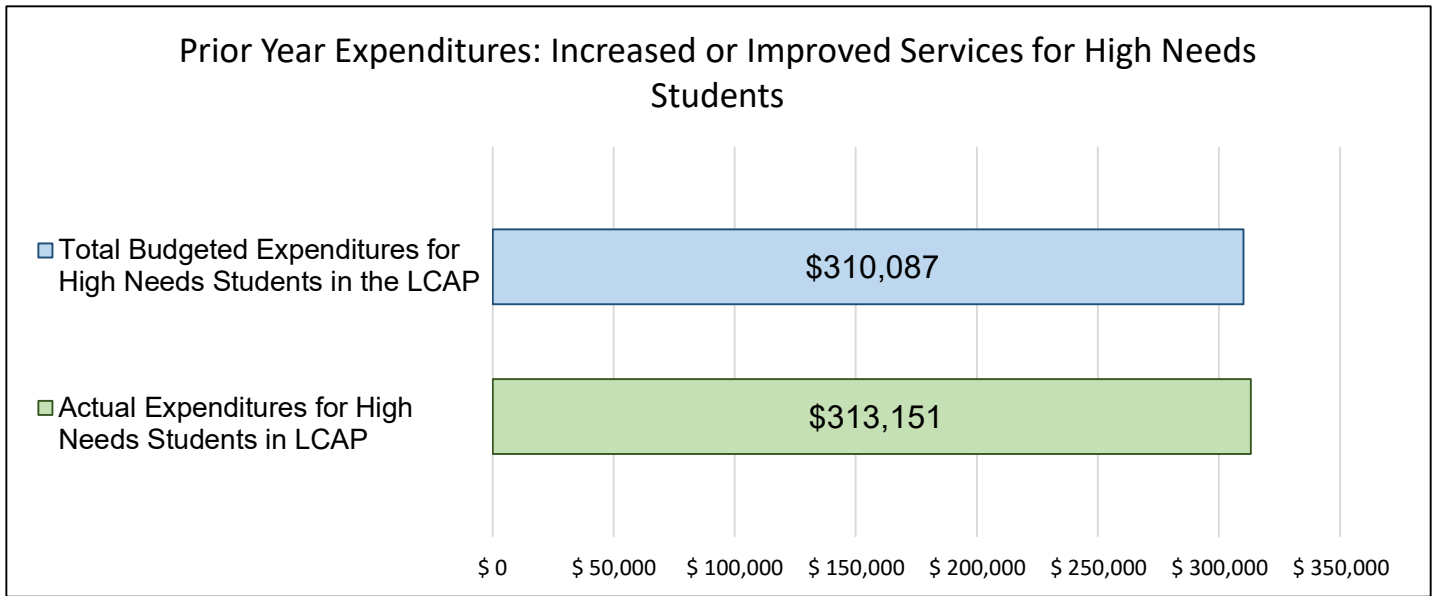
The total expenditures not included in the LCAP amount include such costs as overhead (ie., utilities, maintenance, legal costs, insurance, etc.), contributions, and mandatory contributions.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Morrice Schaefer Charter School is projecting it will receive \$332,805.00 based on the enrollment of foster youth, English learner, and low-income students. Morrice Schaefer Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Morrice Schaefer Charter School plans to spend \$381,674.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Morrice Schaefer Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Morrice Schaefer Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Morrice Schaefer Charter School's LCAP budgeted \$310,087.00 for planned actions to increase or improve services for high needs students. Morrice Schaefer Charter School actually spent \$313,151.00 for actions to increase or improve services for high needs students in 2021 – 22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Schaefer Elementary School	Kathy Harris Principal	kharris@pousd.org (707) 522-3015

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

POUSD School District created a comprehensive engagement process which solicited input from all educational partners in a variety of meaningful ways. Here is a link to all of our plans that outline the engagement process:

<http://www.pousd.org/state--federal-funded-plans.html>

Expanded Learning Opportunities (ELO) Grant
 ESSER III Funds
 Educator Effectiveness Block Grant

In addition, here is a timeline of our partner engagement process which included the following:

- Design Team Work for POUSD’s Strategic Plan (2018-2019), (2019-2020)
- Admin Team Committee for bridging Strategic Plan to LCAP (2019-2020)
- POUSD’s Strategic Plan/LCAP Overview and Input Staff Meeting (April 2021)
- LCAP/Learning Recovery Committee (May 2021)
- Implementation of Next Steps (2021-2022)
- Board Presentation: Learning Recovery Update and Input (November 2021)

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

POUSD does not receive concentration grant add on to increase the number of staff who provide direct services to students on school campuses with UPP greater than 55%.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Piner-Olivet School District has a meaningful engagement process that consults with educational partners in a variety of ways. Listed below are some of the ways, to date, in which Piner-Olivet School District has specifically targeted the use of one-time funds to support recovery from the COVID pandemic and the impacts of distance learning.

1. The community engagement process the District engaged in through the LCAP development provided information to inform this plan.
2. The District attempted to engage in meaningful consultation with Community Advisory Committee (CAC), Sonoma County Juvenile Probation, and CHIPA (Community Health Initiatives) on September 29, 2021 via email and phone call. In spite of our attempts, the District was unable to connect with representative members from this group.
3. Presentations regarding safety protocols for reopening were discussed during public board meetings, with the opportunity for public comment.
4. There were separate Zoom meetings for parents and staff regarding the Safety Plan and protocols providing more opportunities for input. Feedback from the community was incorporated into this plan.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Piner-Olivet School District will be using the ESSER III funds primarily in 3 fundamental ways as adopted by the board in July 2021. Specific actions related to each area can be found here: <http://www.pousd.org/state-federal-funded-plans.html>. Listed below are specific successes and challenges, to date, that we have experienced.

Planned Actions:

1. Health Screening
2. Routine Checking
3. Classroom Environment and Culture
4. Routine Cleaning and Disinfection
5. Dynamic Learning Experiences
6. Curriculum and Pedagogy

Successes:

1. Health Screening: Happening
2. Routine Checking: Happening
3. Classroom Environment and Culture: Teachers welcoming
4. Routine Cleaning and Disinfection: Happening
5. Dynamic Learning Experiences: Guided Reading Library and materials accessible
6. Curriculum and Pedagogy: Fountas & Pinnell Classroom (FPC) Benchmark Assessment System (BAS) and STAR Renaissance Reading and Math Testing

Challenges:

1. Health Screening: Inconsistent
2. Routine Checking: Getting results
3. Classroom Environment and Culture: COVID
4. Routine Cleaning and Disinfection: Staffing
5. Dynamic Learning Experiences: COVID
6. Curriculum and Pedagogy: COVID

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Piner-Olivet School District is using the fiscal resources received for the 21-22 school year and aligned with our LCAP. Below is how the additional funding to support LCAP goals:

ESSER III

Classroom Environment & Culture Provide students with highly qualified teaching staff to support learning and positive school climate/culture, directly support LCAP Action #1 in Goal One of the LCAP.

Dynamic Learning Experiences, Curriculum and Pedagogy, Engage students in dynamic learning experiences aligned with state standards such Readers/Writer’s Workshop along with Guided Reading and Adopt and integrate research-based curriculum and pedagogy aligned to CA State Standards and Framework such as Fountas & Pinnell Classroom, directly support LCAP Action #3, #4, #5 in Goal One of the LCAP.

ELO

- 1) Extending instructional learning time- After School Tutoring/Intervention//Homework Club; Training provided for paraprofessionals Expanded Learning Opportunities Grant Plan for Piner-Olivet Union School District, which directly support LCAP goal #1.
- 2) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports; Coaching and mentoring to provide effective implementation of district curriculum, which directly support LCAP goal #1.
- 3) Integrated student supports to address other barriers to learning: Differentiated, Responsive Teaching Training for teachers and paraprofessionals to identify and provide targeted support for students. Culturally responsive teaching practices and implicit bias awareness training. SAY SC Counseling Partnership, which directly support LCAP goals #2 and goal #3.
- 4) Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports. After school computer lab open for students and parents to use and receive tech support by a trained support provider. Training provided for paraprofessionals. Afterschool enrichment opportunities such as physical education/sports, art, and music, which directly support LCAP goals #2 and goal #3.
- 5) Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility, which directly support LCAP goals #1.
- 6) Additional academic services for students: Diagnostic, Progress Monitoring, and Benchmark Assessments of student learning, which directly support LCAP goal #1.
- 7) Training for school staff on strategies to engage students and families in addressing students’ social-emotional health and academic needs: Toolbox Professional Development for teachers, paraprofessionals and parents, which supports LCAP goal #2 and #3.

EEBG

The funds will be used to support professional development for certificated teachers, administrators, and paraprofessional educators/classified staff, which supports LCAP goal #1, #2 and #3.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Schaefer Elementary School	Kathy Harris Principal	kharris@pousd.org 707-522-3015

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Our district vision is: Inspiring joyful and innovative learning in an ever-changing world. Our district mission is "As a community, we engage in authentic, dynamic, and relevant learning that develops each student's academic, emotional, and social growth." Morrice Schaefer Charter School has 357 students currently enrolled at our school. Twenty-six percent of our students are English Learners and 41% of our students are socioeconomically disadvantaged. Morrice Schaefer Charter School and Piner-Olivet Union School District (POUSD) were seriously impacted by the Northern California wildfires in 2017. The Tubbs Fire destroyed over 5,500 structures and Coffey Park, a neighborhood directly across the street from our district office (one of the most densely populated areas in Santa Rosa affected by the fire). About 1,500 homes were destroyed in the small neighborhood. Many of our students and staff were directly impacted by the fires. Since then we have had Air Quality closure days where we had to close schools, PG&E power shut off days where we have had to close schools, flooding in the near by Russian River (Feb 2019), Kincade Fire (Oct 2019) that devastated a close by community to our north, COVID-19 pandemic (March 2020-ongoing) that resulted in the closure of schools and transition to distance learning and then a transition to hybrid learning, Walbridge Fire (Aug 2020) that impacted another close by community to our north, and Glass Fire (Sept 2020) that devastated a close by community to our east. Our community has been greatly impacted and social-emotional support continues to be a top priority for our district.

Reflections: Successes

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

On the 2019 CA Dashboard, the state indicators for which overall performance was in the "Blue" or "Green" performance category were: Suspension Rate was green for the following subgroups: All Students decreased 0.7%; Socio-economically disadvantaged students decreased by 0.5%; and White students, decreased 0.4%. All local indicators on the 2019 CA Dashboard "met" the standard. The CA Dashboard has been suspended for 2020 and 2021 and will resume in 2022.

Reflections: Identified Need

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

There were no state indicators on the 2019 CA Dashboard for which overall performance was in the “Red” or “Orange” performance category. There were no local indicators where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. There were no state indicators for which performance for any student group was two or more performance levels below the “all student” performance.

LCAP Highlights

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

Goal 1: Learning Experiences: Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement.

- Classroom Environment & Culture
- Student Engagement
- Dynamic Learning Experiences
- Curriculum and Pedagogy
- Assessment for Student Learning
- Professional Learning
- Leadership Development
- Family & Community Engagement

Goal 2: Well-Being: Support the social-emotional and physical well-being of all and recognize each person’s inherent value.

- Whole Child Nurturance
- Lifelong Wellness
- Tools for Families
- Safe Environment

Goal 3: Community: Strengthen our community by embracing change and cultivating a growth mindset.

- Community Partnerships
- After School Engagement
- Technology
- School Culture

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

- The Director of Innovative Learning presented the LCAP to the District English Language Advisory Committee (DELAC) for review and comments in May 2022.
- The principal presented the LCAP to School Site Council (SSC) for review and comments in May 2022.
- The superintendent presented the LCAP to the Parent Advisory Committee (known as PTO) for review and comment in May 2021, the superintendent then responded, in writing, to comments received from the parent advisory committee
- The superintendent presented the LCAP to the English Learner Parent Advisory Committee for review and comment in May 2021, the superintendent then responded, in writing, to comments received from the English Learner Parent Advisory Committee
- The superintendent notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP using the most efficient method of notification possible (does not need to be printed or mailed)
- School Plans: N/A the LCAP serves as the School Plan as it is a single school LEA.
- The superintendent consulted with its special education local plan area administrator in May 2021 to determine that specific actions for individuals with exceptional needs are included and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs.
- The governing board held one public hearing (June 2, 2021) to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan was available for public inspection. The public hearing was held at the same meeting as the public hearing for Budget Adoption)
- The governing board adopted the LCAP in a public meeting (June 16, 2021). This meeting was held after, but not on the same day as, the public hearing. This meeting was the same meeting that the governing board adopted a budget.

*items above are required by CA Education Code 52062

- Design Team (Nov 15-16, 2018; Jan 16-17, 2019; March 28-19, 2019; Sept 26-27, 2019; Nov 8, 2019)
- Teachers provided input on LCAP in the following ways: staff meeting, future-focused professional development process, survey, local bargaining unit (May 2019, April 2021)
- Administrators provided input on the LCAP in the following ways: Leadership Team Meeting, Cabinet Meetings (May 5, 2020; June 5, 2020)
- Students provided input on the LCAP in the following ways: surveys, meetings, discussions
- Classified provided input on the LCAP in the following ways: surveys, local bargaining unit (May 2019, April 2021)
- Site Councils provided input on the LCAP (April/May 2021)

A summary of the feedback provided by specific educational partners.

The "Design Team" utilized feedback from all stakeholder groups to finalize the goals and actions during the 2019-2020 school year (before COVID). It is important to note that LCAP Goal 2 "Support the social-emotional and physical well-being of all and recognize each person's inherent value" of our LCAP is particularly important to our community as we have experienced significant emotional strain over the past 4 years. The goals and actions were then reviewed prior to the 2021-2022 adoption to ensure that these goals and actions continued to be relevant in a post-COVID environment.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

All LCAP Goals and Actions were revamped during the 2019-2020 school year for the 2020-2021 LCAP cycle. However, these goals and actions were not officially put into place until the 2021-2022 LCAP cycle (current cycle) due to the LCAP cycle being put on pause for the 2020-2021 school year. All stakeholders were important in the development of our goals and actions. Out of extensive future focus professional development and discussion we collaboratively developed the goals and actions listed in this LCAP. All stakeholder groups reviewed and approved the plan.

Goals and Actions

Goal

Goal #	Description
1	Learning Experiences: Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement.

An explanation of why the LEA has developed this goal.

The goal was developed based on stakeholder input and ensuring state priorities are met. The Design Team developed this goal and actions based on stakeholder feedback. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). The following priority areas align with the stakeholder value of exceptional learning experiences: Priority 1 – Basics (Teachers, Instructional Materials), Priority 2 – Implementation of Academic Standards, Priority 4 – Performance on Standardized Tests, Priority 5 – Pupil Engagement , and Priority 7 – Access to a Broad Course of Study. If completed and achieved, the actions and metrics grouped together demonstrate all the component necessary for providing learning experiences that increase students achievement, engagement and preparedness for their future.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA Academic Indicator	Utilization of 2021--22 STAR results to establish each student's (K-10) baseline achievement levels	STAR Results for ELA: K: 49% 1: 43% 2: 49% 3: 46% 4: 54% 5: 52% 6: 29%			Each student achieving + 50% STAR grade-level equivalency each school year
Math Academic Indicator	Utilization of 2021--22 STAR results to establish each student's (K-10)	STAR Results for Math: K: N/A 1: N/A			Each student achieving + 50% STAR grade-level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	baseline achievement levels	2: 61% 3: 50% 4: 60% 5: 44% 6: 38%			equivalency each school year
EL Progress (CA Dashboard)	Status: 38.9% Progress Level: Low	N/A- No CA Dashboard Data in 2022			Achieve 5% growth by the end of Year 1
Reclassification Rate	0 students	5 out of 104 English Language Learners were reclassified			100% of Level 4 students will be RFEP'd within 3 years.
Standards Aligned Materials % of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100%	100%			Continue to reach 100% rate for student access to standards aligned materials
Facilities in Good Repair (FIT Report)	100%	91%			Work to reach 100% rate for FIT rating
# of Williams Complaints	0	0			Continue to reach 0 Williams Complaints
# instances where facilities do not meet the "good repair" standard	100%	91%			Work to reach 100% rate for FIT rating
Broad Course of Study	100%	100%			Continue to reach 100% benchmark

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Misassignment of teachers	0	0			Continue to have 0 misassignment of teachers

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Classroom Environment & Culture	<p>Provide each student with a highly qualified teaching staff to support learning and positive school climate/culture:</p> <ul style="list-style-type: none"> • Highly Qualified Principal • Highly Qualified Teachers <p>Develop a positive, collaborative, innovative learning environment that supports students in being confident to achieve their personal best.</p> <ul style="list-style-type: none"> • Arrange flexible and choice-driven learning environments so that arrangement of room is conducive to and supports learning. • Classroom systems and routines facilitate student responsibility, ownership, and independence. • Class time is maximized in the service of learning. • Co-create purposeful, relevant, accessible learning resources. Students have access to resources in the environment to support their learning and independence. • Develop and nurture a community of learners. • Classroom norms encourage trust-building, risk-taking, collaboration, and respect for divergent thinking. • Foster collaborative conversation and open discourse. • Classroom interactions reflect high expectations and beliefs about all students’ intellectual capabilities and creates a culture of inclusivity, equity, and accountability for learning. 	\$1,632,391.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Student Engagement	<p>Address the needs of English learner and socioeconomically disadvantaged students by providing:</p> <ul style="list-style-type: none"> • Intervention materials and supplies (i.e. SIPPS, Read Naturally, National Geographic Materials) • ELD Assistant (Pos #396 & #398) & Instructional Assistant (Pos #476) to support unduplicated pupils, especially newcomers • Computer software programs for reading and math <p>Cultivate learning processes and environments that foster deep engagement, intellectual development, and communication.</p> <ul style="list-style-type: none"> • Integrate student voice and choice in learning experiences. • Students take ownership of their learning to develop, test, and refine their thinking. • Students' classroom work embodies substantive intellectual engagement. • Engagement strategies capitalize and build upon students' academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. • Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in their learning experience. • Engagement strategies build on students' strengths and address the needs of English learners and socioeconomically disadvantaged students. 	\$234,103.00	Yes
1.3	Dynamic Learning Experiences	<p>Engage all students in dynamic learning experiences that align with state standards and embrace competencies such as critical thinking and problem-solving that carry into other domains of life:</p> <ul style="list-style-type: none"> • Music teacher (1 FTE shared between 3 K-6 sites) • Carnegie Math curriculum 	\$46,845.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Focus on strategic yearlong planning that informs units and daily lesson plans. • Utilize both standards-aligned curriculum and multi-disciplinary projects. • Lessons are intentionally linked to other lessons in support of students meeting standards. • Lessons are meaningful and relevant beyond the task at hand, and assist students in learning and applying transferable knowledge and skills. • Learning targets and criteria for success are clearly articulated, linked to standards, embedded in instruction, and understood by students. • Teaching points are based on the teacher's knowledge of students' learning needs in relation to the learning targets. • Create formative learning processes for all students with measurable learning targets. • Develop curricular activities that bridge in-class and online learning with real world applications. 		
1.4	Curriculum and Pedagogy	<ul style="list-style-type: none"> • Consultation with SCOE ELD Coordinator to develop schoolwide practices to support EL students in all curricular areas • Utilize Digital and print instructional resources to support Toolbox and Restorative Practices • Utilized software such as Mystery Science, Lexia, to support EL students • Technology Integration coach (1 FTE shared by 3 K-6 schools) will support ELD implementation 	\$60,480.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Adopt and integrate research-based curriculum and pedagogy that are tied to California State Standards and Framework which supports high student achievement and engagement.</p> <ul style="list-style-type: none"> • Make decisions and utilize instructional approaches in ways that intentionally support his/her instructional purposes. • Instructional materials (e.g. texts, resources, etc.) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant. • Ensure that instructional materials and strategies are grounded in cultural competency and are geared toward creating an equitable school and classroom environment. • All English learners receive a comprehensive program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program designed to meet California State ELD standards. • Lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time. • Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking. • Utilize instructional strategies based on planned and/or in-the-moment decisions, to address individual learning needs. • Provide scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence. • Design professional development opportunities for certificated and classified staff to support curriculum and pedagogy implementation. 		

Action #	Title	Description	Total Funds	Contributing
1.5	Assessment for Student Learning	<p>Assessment cycles are continually utilized by educators and students to ensure learning activities lead to student success. Teachers use assessment results to modify curriculum and learning activities to address student needs.</p> <ul style="list-style-type: none"> • Develop systems in which students assess their own learning and the work of their peers in relation to the learning target. • Create multiple assessment opportunities and expect all students to demonstrate learning. • Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student. • Use observable systems and routines for recording and using student assessment data. • Assessment criteria, methods, and purposes are transparent and match the learning target. <p>Utilize formative assessment data to make in-the-moment instructional adjustments, to modify future lessons, and give targeted feedback to students:</p> <ul style="list-style-type: none"> • Renaissance Learning (STAR Reading & Star Math) • Administer ELPAC assessment to assess ELD level. 	\$708.00	Yes
1.6	Professional Learning	<p>Provide professional development workshops for teachers, classified instructional support staff, and principals to better support EL students:</p> <ul style="list-style-type: none"> • Collaboration time to plan ELD instruction, review assessments of student progress, and refine instructional practices.-Carnegie Math Onsite Academy/Workshop • Utilize Consulting services to provide professional development with a focus on ELD strategies in our curriculum (F and P consulting) 	\$40,114.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Ensure every educator is highly effective and ever-developing in their role, and an active member of effective, collaborative teams that engage in future-focused professional learning.</p> <ul style="list-style-type: none"> • Include team building activities and norm development in professional development. • Provide professional learning on how to build a culture of trust in schools and classrooms. <p>Integrate professional development focused on virtual platforms, software, pedagogy, and curriculum within fluid learning environments.</p> <ul style="list-style-type: none"> • Acknowledge and utilize teachers’ strengths. • Continue professional development opportunities on equity in education and ensuring all students have access to high-quality learning in a welcoming environment. • Highlight classrooms that employ formative learning practices. • Ground professional learning in student performance and formative learning. • Engage in professional learning experiences to develop district-wide guidelines for implementing research based formative learning practices. • Participate in cooperative teams and communities of practice to deepen student learning. • Focus on and utilize the Center for Educational Leadership’s 5 Dimensions of Teaching and Learning to inform daily practice, enhance learning opportunities, and encourage professional growth. • Create professional development for educators around global awareness and the future world of work • Engage in communities of practice to co-create evidence-based teaching practices to deepen student learning. • Emphasize the formative learning process for students and staff throughout POUSD classrooms, activities, and operations. 		

Action #	Title	Description	Total Funds	Contributing
1.7	Leadership Development	<p>Support leaders in building student-focused, growth-oriented, trust-based cultures where innovation and learning flourish.</p> <ul style="list-style-type: none"> • Develop, support, and acknowledge teacher leaders to build capacity. • Plan and schedule leadership retreats, meetings, and collaborative work sessions to focus on the Four -Dimensions of Instructional Leadership. • Encourage leadership collaboration such as sharing ideas and resources, and analyzing school data. • Cultivate relationships to build trust-based culture. • Engage in reflection and formative learning cycles. 		No
1.8	Family & Community Engagement	<p>Create opportunities to participate in a productive and ongoing, multi-directional dialogue to enhance home-school understanding, and support students' accessing future-forward education.</p> <ul style="list-style-type: none"> • Utilize online educational programs that reinforce and share student learning. • Involve families in family nights, games, surveys, interviews, and exhibitions. • Communicate student progress, achievements, and struggles through a variety of mediums. • Empower students to communicate their success, challenges, and growth through student led conferences. • Provide all families and the community with opportunities to engage with curriculum. <p>Provide frequent and clear communication between the school and the broader school community using Weebly Pro</p>	\$150.00	Yes

Goal Analysis [2021-22]

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

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

This goal was carried out by beginning to implement the 3 year LCAP cycle such as implementing summer school, intervention materials, our math adoption and technology software. There were no substantive differences in the planned actions and actual implementation of actions. The following school year we will be implementing National Geographic materials to support our English Language Learners.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences between Budgeted Expenditures and Estimated Actual Expenditures were due to several reasons such as not fully implementing actions and/or estimated actuals were either more or less than budgeted.

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

At this point of time in the LCAP, it is too early to report if the specific actions were effective in making progress towards goal one due to COVID-19 pandemic and using year one as a baseline for the next two years.

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

There were no changes at this time made to the planned goal, metrics, desired outcomes, or actions for the coming year besides implementing National Geographic materials to support our English Language Learner students during the next school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Well-Being: Support the social-emotional and physical well-being of all and recognize each person's inherent value.

An explanation of why the LEA has developed this goal.

The goal was developed based on stakeholder input and ensuring state priorities are met. The Design Team developed this goal and actions based on stakeholder feedback. All of our stakeholders want to prioritize social-emotional support and physical well-being. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). The following priority areas align with the stakeholder value of a well rounded educational program: Priority 5 – Pupil Engagement, and Priority 6 – School Climate. If completed and achieved, the actions and metrics grouped together demonstrate all the component necessary for ensuring the healthy well-being of our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	Aug. 2021-Feb. 2022: 94% (1st six months of school)	Aug. 2021- May. 2022: 88.33%			Achieve an attendance rate of 95%+
Chronic Absenteeism Rate	2019: 15.6%	Unavailable: NO CA Dashboard update in 2021			Achieve Chronic Absenteeism rate of 10%-
Suspension Rate	2019: 0.8%	Unavailable: NO CA Dashboard update in 2021			Decline by at least 0.3%
Expulsion Rate	0%	0%			Maintain a 0% Expulsion Rate
% feel school is welcoming and friendly	My Voice Survey Results: N/A	Baseline: My school creates a friendly environment: 63% (Youth Truth Survey			<1% result on subsequent surveys

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Results- parent results)			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Whole Child Nurturance	<p>Provide comprehensive student-centered programs that recognize each student’s inherent value, meet the wellness needs of students, and infuse social-emotional learning opportunities into daily experiences</p> <ul style="list-style-type: none"> • Actively seek to create equity-minded schools that recognize and welcome the diverse backgrounds of our students. • Develop a sense of community and belonging through active family engagement. • Provide a rich Multi-Tiered Systems of Support (MTSS) that addresses the needs of individual students. • Provide opportunities to celebrate our differences. • SEL curricula integrated in classroom • Encourage site-based focus on Restorative Practices and Toolbox. • Assembling a district-wide committee focused on researching, creating, and implementing an improved food -service. • Creating opportunities for students to drive their own learning around fitness and nutrition. • Support teachers in integrating nutrition and exercise learning into classroom curricula. <p>Provide counseling and health services for foster youth and low-income students as needed. Provide Restorative Practices and Toolbox Consumable materials.</p>	\$24,686.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Lifelong Wellness	<p>Provide opportunities and experiences for staff to understand and support their own and each other's social, emotional, and physical wellness.</p> <ul style="list-style-type: none"> • Create opportunities for staff to engage in healthy activities and develop a growth mindset. • Support a healthy and balanced lifestyle. • Incorporate mindfulness and community-building activities into professional development and other site activities. • Leverage meetings and day to day connections to build relationships and trust. 		No
2.3	Tools for Families	<p>Enhance educational opportunities for all families by providing them with tools and strategies for addressing their student's emotional, social, and physical needs.</p> <ul style="list-style-type: none"> • Develop a warm and welcoming school environment where families feel welcome. • Foster ongoing relationships between families and schools. • Strive to cultivate open lines of communication between families and schools. • Create and communicate a comprehensive list of district, school, and community resources. • Develop a series of Parent Education Evenings (district wide): parenting, nutrition, MTSS, Parent University. • Provide various opportunities, at different times of the day, for parents to participate in school activities. 		No
2.4	Safe Environment	<p>Support leaders, staff, families, and students in establishing and maintaining a physically safe environment.</p> <ul style="list-style-type: none"> • Cultivate a mindset of shared responsibility for school safety among all stakeholders. • Prioritize and upgrade our facilities plan for older campuses to develop safer and more engaging learning environments. 	\$213,076.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Restructure facility operations to develop a more cohesive and streamlined School Safety Plan. • Communicate School Safety Plan, practice steps outlined in plan, and follow procedures as developed. <p>Maintenance/custodial staff will ensure maintenance repairs and be provided with necessary supplies. Yard duty supervisor and Bus Duty supervisors will supervise students during non-instructional time to ensure school safety.</p>		

Goal Analysis [2021-22]

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

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

This goal was carried out by beginning to implement the 3 year LCAP cycle such as working towards equity minded, using SEL curriculum and maintaining a safe environment through our supervision and custodial/maintenance staff.
There were no substantive differences in the planned actions and actual implementation of the actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences between Budgeted Expenditures and Estimated Actual Expenditures were due to several reasons such as not fully implementing actions and/or estimated actuals were either more or less than budgeted.

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

At this point of time in the LCAP, it is too early to report if the specific actions were effective in making progress towards goal two due to COVID-19.

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

There were minimal changes at this time made to the planned goal, metrics, desired outcomes, or actions for the coming year. One of the metrics we are now using the Youth Truth Survey instead of the My Voice Survey. The new question from families is: My school creates a friendly environment. We are working on making progress on that question through our equity work.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Community: Strengthen our community by embracing change and cultivating a growth mindset.

An explanation of why the LEA has developed this goal.

The goal was developed based on stakeholder input and ensuring state priorities are met. The Design Team developed this goal and actions based on stakeholder feedback. All of our stakeholders wanted to prioritize strengthening our community. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). The following priority areas align with the stakeholder value community: Priority 3 – Parent Engagement, Priority 5 – Pupil Engagement, and Priority 6 – School Climate. If completed and achieved, the actions and metrics grouped together demonstrate all the component necessary for ensuring a school culture beneficial to our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement (Local Indicator)	"Met" (see local indicators for detailed report)				
% of staff who feel like a valued member of school community					
% of staff who feel PD is important to educational growth					
% of staff work in a collaborative manner					
% of students have access to a technology device					

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Partnerships	<p>Enhance learning opportunities for students through community partnerships to learn about their world and serve as active participants in their community:</p> <ul style="list-style-type: none"> • Transportation will be provided for off-Campus community learning events (based on \$25x 323ADA). • 6th grade students will participate in Science Outdoor Education (based on \$180/6th grade students and adults/chaperones). <ul style="list-style-type: none"> • Expand partnerships with community agencies for social-emotional needs in all schools, civic engagement, and future focused world experiences. • Integrate civic-minded, future-focused and globally-pertinent activities and projects within our curricula. • Enhance curricular learning by connecting students to our broader community. • Provide opportunities for civic involvement and volunteerism at every age. • Invite community members to become involved in our school community. • Leverage community partnerships (e.g. Sonoma County Office of Education) to create stronger school:career connections. 	\$17,000.00	No
3.2	After School Engagement	<p>Offer engaging and age appropriate enrichment opportunities outside of regular school hours:</p> <ul style="list-style-type: none"> • Provide supplies for After-school programs 	\$5,170.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Provide teachers with extra hours to implement after school activities. • Expand after school engagement activities such as assemblies, sports programs, and robotics • Offer after school tutoring opportunities • Create and communicate a comprehensive list of district, school, and community resources of after-school enrichment activities. • Coordinate with community organizations and families to increase access to a variety of extracurricular activities. 		
3.3	Technology	<p>Acquire, maintain, and utilize current technology to increase communication between schools and community, and to improve educational opportunities for students.</p> <ul style="list-style-type: none"> • Build and maintain technology infrastructure that is reliable and meets the demands of 21st Century technology. • Develop a sustained and reliable social media and website presence. • Provide technology training for teachers and classified staff, particularly around distance learning, technology skills, and online education programs. • Incorporate digital citizenship and technology fluency skills into curricula based on technology standards. • Implement multiple software programs that enhance student learning. • Leverage distance learning. <p>Utilize My Voice Surveys to elicit parents and students' feedback and input.</p>		No

Action #	Title	Description	Total Funds	Contributing
		Outreach worker will with support parent education.		
3.4	School Culture	<p>Co-create a culture of open-hearted and open-minded listening that generates a compassionate and courageous community oriented toward collective action and shared responsibility. Build trust through transparency and honesty.</p> <ul style="list-style-type: none"> • Establish open and direct lines of communication between families and schools, site and district staff, and students and teachers. • Develop a culture that assumes positive intent, particularly when working through difficult situations. • Promote a growth mindset. • Provide professional learning on how to build a culture of trust in schools and classrooms. • Provide opportunities to build relationships through sharing of newsletters, celebrations of staff, and community celebrations. 	\$16,263.00	Yes

Goal Analysis [2021-22]

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

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

This goal was carried out by beginning to implement the 3 year LCAP cycle such as improving our district and all school site websites, purchasing multiple software licenses to aid in student learning and conducting the Youth Truth Survey. There were no substantive differences in the planned actions and actual implementation of the actions except all field trips and 6th grade camps were on hold due to COVID-19 till the Spring of 2022.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences between Budgeted Expenditures and Estimated Actual Expenditures were due to several reasons such as not fully implementing actions and/or estimated actuals were either more or less than budgeted.

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

At this point of time in the LCAP, it is too early to report if the specific actions were effective in making progress towards goal three due to COVID-19.

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

There were no changes made to the planned goal. However, there were changes made to the metrics and desired outcomes due to a different survey being used. We no longer are using My Voice Survey rather we are now using the county wide YouthTruth Survey results thus, resulting in different metrics and desired outcomes. The new metrics are based on the categories of engagement with students, families, staff and how students are feeling about belonging in their school community. We are using this year as a baseline due to the new survey and will work on increasing the percentages in the next few years based on our equity work.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
332805	2584

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
12.37%	0.00%	\$0.00	12.37%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

PRINCIPALLY DIRECTED TO SERVE ENGLISH LEARNERS

Needs, Conditions, Circumstances: (no CA Dashboard Data available for 2020 or 2021)

- 27% of our school community are English Language Learners (93 students)
- 76% of the English Learners have a primary language of Spanish.
- 39% of English Learners are making progress towards English Language Proficiency according to the CA 2019 Dashboard.
- 5 of the 93 English learners were considered LTEL (Long Term English Learner) in 2019-2020.
- We reclassified (RFEP's) 10 students in 2020-2021, 4 students in 2019-2020 and 5 students in 2021-2022.
- On the 2019 CA Dashboard for ELA Academic Indicator (grades 3-6): English Learners outperformed "all students" by 3 points and increased by 14 points from 2018.
- We want to increase the educational outcomes and opportunities of our English Learners

Actions

- Professional development to support providing designated and integrated ELD and to identify and implement a core set of practices based on our curriculum.

- Provide a focus on Responsive Teaching in Literacy and Math.
- Provide Supplemental Materials and Educational Software
- Provide Curriculum for Newcomer Support
- Targeted 1:1 teacher meetings with administration to analyze data and create targeted goals

Expected Outcomes

- Maintain a small number of LTEL (Long Term English Learner) students each year
- At least 65% of students are making making progress on the ELPAC as determined by the "English Learner Progress Indicator"
- Increase in the percent of English Language Learner students who are considered "proficient" according to STAR Reading

PRINCIPALLY DIRECTED TO SERVE LOW-INCOME AND FOSTER YOUTH STUDENTS

Needs, Conditions, Circumstances: (no CA Dashboard Data available for 2020 or 2021)

- The demographics of our school community are: 41% low-income (143 students), 0% Foster Youth (0 students)
- On the 2019 CA Dashboard for ELA Academic Indicator (grades 3-6): low income students increased by 15 points. However, low-income students are not scoring as well as "all students" for the school and not scoring as well as low-income students for the state.
- Low-income students were disproportionately impacted by COVID-19
- Low-income students have additional needs related to health and wellness, nutrition, social-emotional wellbeing, and academic support.

Actions

- Provide counseling services: social-emotional, behavioral, self-regulation, and positive social relationships.
- Provide multiple tiers of intervention (academic, behavioral, emotional) and professional development for targeted instruction to build proficiency in CCSS and MTSS support for students who need interventions in academics, emotional and/or behavioral.
- Ensure students have access to technology to develop digital literacy and academic support
- Provide a focus on Responsive Teaching in Literacy and Math.
- Provide Supplemental Materials/Software
- Targeted 1:1 teacher meetings with administration to analyze data and create targeted goals

Expected Outcomes

- Low-income students have an attendance rate of 96% or above.
- Increase in the percent of low-income students who are considered "proficient" according to STAR Reading

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

Scafefer Charter School is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, EL and foster youth at the school site, and ensuring that funds are spent to benefit these subgroups of students. Based on educational partners feedback and research on effective practices we are implementing more than 10 LCAP Action/Services to improve services for the low income, English learner and foster youth including using a portion of the LCFF Supplemental dollars for site allocations based on the number of unduplicated youth served to allow sites to implement site specific solutions based on unique site needs, and educational partner input.

The services for foster youth, low-income and EL students has increased in quality as demonstrated by the following data points:
On the 2019 CA Dashboard: (no CA Dashboard Data available for 2020 or 2021):

- English Learners improved 14 points on English Language Arts and 4 points on Mathematics.
- Low-income students improved 26 points on Mathematics (and were 3 points better than the state)
- The suspension rate of low-income students declined by 0.6% and of English learners declined by 1.5%.
- We reclassified 14 students in the past two years and 5 students in the 2021-2022 school year.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

As a result of increased number of newcomers students as well as increasing percentages of English Language Learners, we worked with educational partners (DELAC, Instructional Leadership Teams, and additional classified support for English Learners), and have determined to increase staffing to provide direct services to our English Language Learners.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	1:91
Staff-to-student ratio of certificated staff providing direct services to students	n/a	1:24

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,244,141.00	\$46,845.00			\$2,290,986.00	\$2,239,574.00	\$51,412.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Classroom Environment & Culture	All	\$1,632,391.00				\$1,632,391.00
1	1.2	Student Engagement	English Learners Low Income	\$234,103.00				\$234,103.00
1	1.3	Dynamic Learning Experiences	All		\$46,845.00			\$46,845.00
1	1.4	Curriculum and Pedagogy	English Learners	\$60,480.00				\$60,480.00
1	1.5	Assessment for Student Learning	English Learners	\$708.00				\$708.00
1	1.6	Professional Learning	English Learners	\$40,114.00				\$40,114.00
1	1.7	Leadership Development	All					
1	1.8	Family & Community Engagement	English Learners Foster Youth Low Income	\$150.00				\$150.00
2	2.1	Whole Child Nurturance	Foster Youth Low Income	\$24,686.00				\$24,686.00
2	2.2	Lifelong Wellness	All					
2	2.3	Tools for Families	All					
2	2.4	Safe Environment	All	\$213,076.00				\$213,076.00
3	3.1	Community Partnerships	All	\$17,000.00				\$17,000.00
3	3.2	After School Engagement	English Learners Foster Youth Low Income	\$5,170.00				\$5,170.00
3	3.3	Technology	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.4	School Culture	English Learners Foster Youth Low Income	\$16,263.00				\$16,263.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2690849	332805	12.37%	0.00%	12.37%	\$381,674.00	0.00%	14.18 %	Total:	\$381,674.00
								LEA-wide Total:	\$381,674.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Student Engagement	Yes	LEA-wide	English Learners Low Income	All Schools	\$234,103.00	
1	1.4	Curriculum and Pedagogy	Yes	LEA-wide	English Learners	All Schools	\$60,480.00	
1	1.5	Assessment for Student Learning	Yes	LEA-wide	English Learners	All Schools	\$708.00	
1	1.6	Professional Learning	Yes	LEA-wide	English Learners	All Schools	\$40,114.00	
1	1.8	Family & Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150.00	
2	2.1	Whole Child Nurturance	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$24,686.00	
3	3.2	After School Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,170.00	
3	3.4	School Culture	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$16,263.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,879,208.00	\$2,453,544.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Classroom Environment & Culture	No	\$1,297,876.00	1909453
1	1.2	Student Engagement	Yes	\$160,932.00	178449
1	1.3	Dynamic Learning Experiences	No	\$30,911.00	32008
1	1.4	Curriculum and Pedagogy	Yes	\$45,613.00	55201
1	1.5	Assessment for Student Learning	Yes	\$6,000.00	694
1	1.6	Professional Learning	Yes	\$11,067.00	41314
1	1.7	Leadership Development	No		0
1	1.8	Family & Community Engagement	Yes	\$150.00	0
2	2.1	Whole Child Nurturance	Yes	\$66,250.00	21541
2	2.2	Lifelong Wellness	No		0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Tools for Families	No		0
2	2.4	Safe Environment	No	\$223,334.00	198932
3	3.1	Community Partnerships	No	\$17,000.00	0
3	3.2	After School Engagement	Yes	\$5,123.00	0
3	3.3	Technology	Yes	\$14,952.00	0
3	3.4	School Culture			15952

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
303161	\$310,087.00	\$313,151.00	(\$3,064.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Student Engagement	Yes	\$160,932.00	178449	0	0
1	1.4	Curriculum and Pedagogy	Yes	\$45,613.00	55201	0	0
1	1.5	Assessment for Student Learning	Yes	\$6,000.00	694	0	0
1	1.6	Professional Learning	Yes	\$11,067.00	41314	0	0
1	1.8	Family & Community Engagement	Yes	\$150.00	0	0	0
2	2.1	Whole Child Nurturance	Yes	\$66,250.00	21541	0	0
3	3.2	After School Engagement	Yes	\$5,123.00	0	0	0
3	3.3	Technology	Yes	\$14,952.00	15952	0	0

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2621592	303161	0	11.56%	\$313,151.00	0.00%	11.95%	\$0.00	0.00%

Agenda Item Summary

Action Item: **16.14 Public Hearing on the 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Piner-Olivet Charter School**

Regular Meeting of: June 8, 2022 Action Item Report Format: **Oral**

Attachment : **Draft of Local Control Accountability Plan**

Presented by: Kay Vang, CBO

Background

The Local Control Funding Formula (LCFF) legislation was signed into law by the Governor and took effect on July 1, 2013. Under the LCFF, school districts are required to develop, adopt, and annually update a three-year Local Control Accountability Plan (LCAP), beginning on July 1, 2014. According to Ed Code 52060, school districts are required to consult with staff, students, parents, and the community in developing the LCAP.

The current draft of the Piner-Olivet Charter LCAP includes a description of the stakeholder engagement process, goals, actions and services for all students as well as subgroups.

Plan

Prior to approval of the budget under LCFF, a draft of the LCAP and the budget must be presented for public hearing. Both the LCAP and the budget are to be adopted at a subsequent meeting.

Fiscal Impact

None at this time

Recommendation

Hold the Public Hearing as Required by Law

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Piner-Olivet Charter School

CDS Code: 49-70870-61-13492

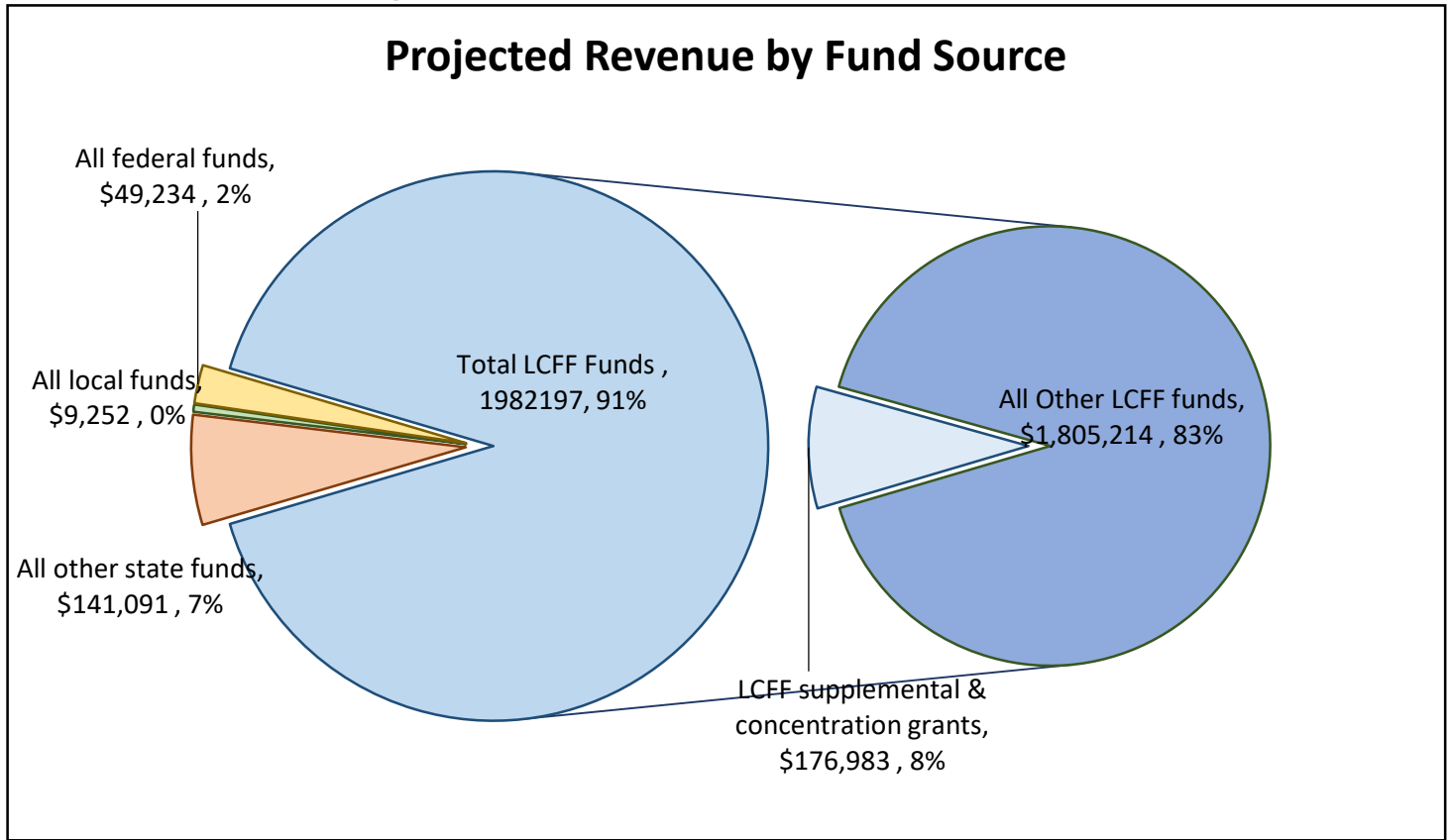
School Year: 2022 – 23

LEA contact information: Kay Vang, CBO (707)522-3008

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

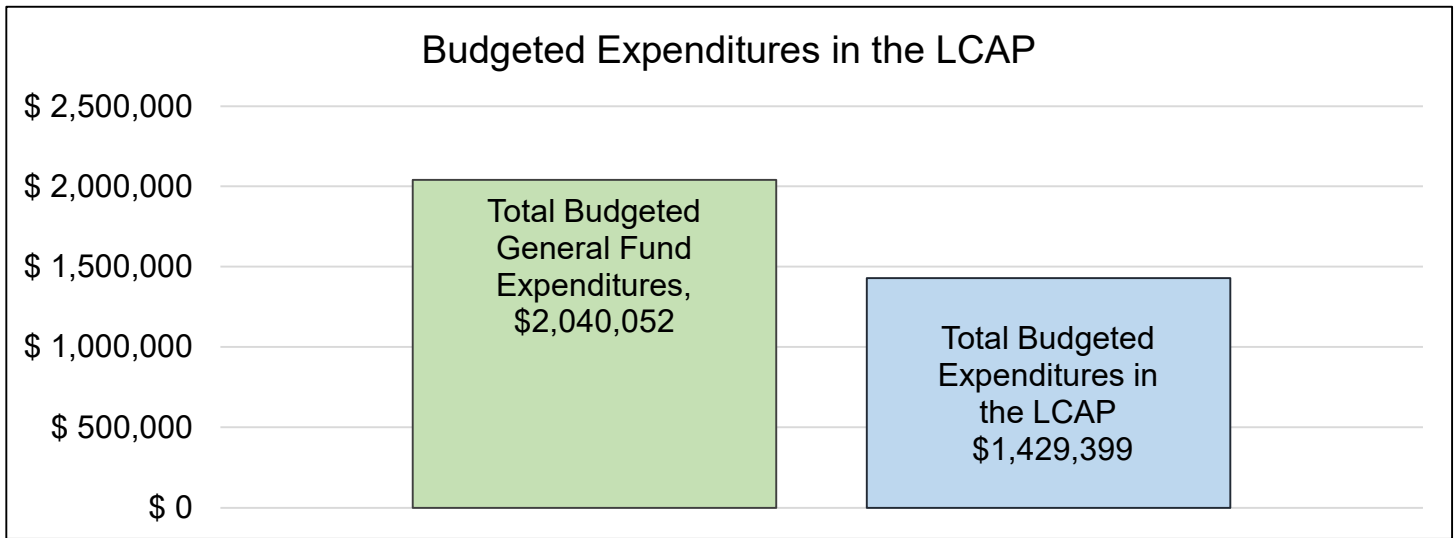


This chart shows the total general purpose revenue Piner-Olivet Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Piner-Olivet Charter School is \$2,181,774.00, of which \$1,982,197.00 is Local Control Funding Formula (LCFF), \$141,091.00 is other state funds, \$9,252.00 is local funds, and \$49,234.00 is federal funds. Of the \$1,982,197.00 in LCFF Funds, \$176,983.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Piner-Olivet Charter School plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Piner-Olivet Charter School plans to spend \$2,040,052.00 for the 2022 – 23 school year. Of that amount, \$1,429,399.00 is tied to actions/services in the LCAP and \$610,653.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

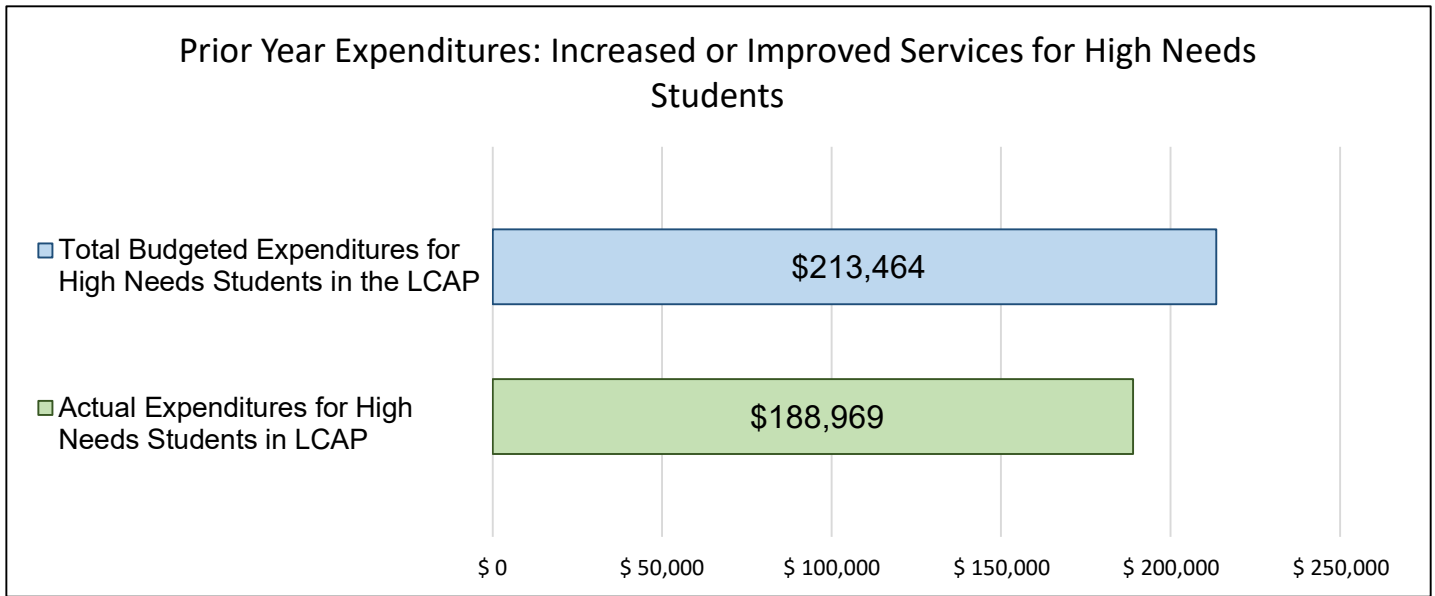
The total expenditures not included in the LCAP amount include such costs as overhead (ie., utilities, maintenance, legal costs, insurance, etc.), contributions, and mandatory contributions.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Piner-Olivet Charter School is projecting it will receive \$176,983.00 based on the enrollment of foster youth, English learner, and low-income students. Piner-Olivet Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Piner-Olivet Charter School plans to spend \$227,366.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Piner-Olivet Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Piner-Olivet Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Piner-Olivet Charter School's LCAP budgeted \$213,464.00 for planned actions to increase or improve services for high needs students. Piner-Olivet Charter School actually spent \$188,969.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of \$24,495.00 had the following impact on Piner-Olivet Charter School's ability to increase or improve services for high needs students:

The 2021-22 LCFF Supplemental Grants was \$152,778 with a higher budgeted contribution of \$213,464. However, the estimated contributing actions meets the planned percentage of 9.47%. With the implementation of one-time COVID related plans, such as ESSER and ELO-G, additional services for high needs students were provided.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Piner-Olivet Charter School	Heather Graham Principal	hgraham@pousd.org (707) 522-3310

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

POUSD School District created a comprehensive engagement process which solicited input from all educational partners in a variety of meaningful ways. Here is a link to all of our plans that outline the engagement process:

<http://www.pousd.org/state--federal-funded-plans.html>

Expanded Learning Opportunities (ELO) Grant
 ESSER III Funds
 Educator Effectiveness Block Grant

In addition, here is a timeline of our partner engagement process which included the following:

- Design Team Work for POUSD’s Strategic Plan (2018-2019), (2019-2020)
- Admin Team Committee for bridging Strategic Plan to LCAP (2019-2020)
- POUSD’s Strategic Plan/LCAP Overview and Input Staff Meeting (April 2021)
- LCAP/Learning Recovery Committee (May 2021)
- Implementation of Next Steps (2021-2022)
- Board Presentation: Learning Recovery Update and Input (November 2021)

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

POUSD does not receive concentration grant add on to increase the number of staff who provide direct services to students on school campuses with UPP greater than 55%.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Piner-Olivet School District has a meaningful engagement process that consults with educational partners in a variety of ways. Listed below are some of the ways, to date, in which Piner-Olivet School District has specifically targeted the use of one-time funds to support recovery from the COVID pandemic and the impacts of distance learning.

1. The community engagement process the District engaged in through the LCAP development provided information to inform this plan.
2. The District attempted to engage in meaningful consultation with Community Advisory Committee (CAC), Sonoma County Juvenile Probation, and CHIPA (Community Health Initiatives) on September 29, 2021 via email and phone call. In spite of our attempts, the District was unable to connect with representative members from this group.
3. Presentations regarding safety protocols for reopening were discussed during public board meetings, with the opportunity for public comment.
4. There were separate Zoom meetings for parents and staff regarding the Safety Plan and protocols providing more opportunities for input. Feedback from the community was incorporated into this plan.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Piner-Olivet School District will be using the ESSER III funds primarily in 3 fundamental ways as adopted by the board in July 2021. Specific actions related to each area can be found here: <http://www.pousd.org/state--federal-funded-plans.html>. Listed below are specific successes and challenges, to date, that we have experienced.

Planned Actions:

1. Health Screening
2. Routine Checking
3. Classroom Environment and Culture
4. Routine Cleaning and Disinfection
5. Dynamic Learning Experiences
6. Curriculum and Pedagogy

Successes:

1. Health Screening: Happening
2. Routine Checking: Happening
3. Classroom Environment and Culture: Teachers welcoming
4. Routine Cleaning and Disinfection: Happening
5. Dynamic Learning Experiences: Guided Reading Library and materials accessible
6. Curriculum and Pedagogy: STAR Testing

Challenges:

1. Health Screening: Inconsistent
2. Routine Checking: Getting results
3. Classroom Environment and Culture: COVID
4. Routine Cleaning and Disinfection: Staffing
5. Dynamic Learning Experiences: COVID
6. Curriculum and Pedagogy: COVID

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Piner-Olivet School District is using the fiscal resources received for the 21-22 school year and aligned with our LCAP. Below is how the additional funding to support LCAP goals:

ESSER III

Classroom Environment & Culture Provide students with highly qualified teaching staff to support learning and positive school climate/culture, directly support LCAP Action #1 in Goal One of the LCAP.

Dynamic Learning Experiences, Curriculum and Pedagogy, Engage students in dynamic learning experiences aligned with state standards and integrate research-based curriculum and pedagogy aligned to CA State Standards and Framework, directly supports LCAP Action #3, #4, #5 in Goal One of the LCAP.

ELO

- 1) Extending instructional learning time- After School Tutoring/Intervention//Homework Club; Training provided for paraprofessionals Expanded Learning Opportunities Grant Plan for Piner-Olivet Union School District, which directly support LCAP goal #1.
- 2) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports; Coaching and mentoring to provide effective implementation of district curriculum, which directly support LCAP goal #1.
- 3) Integrated student supports to address other barriers to learning: Differentiated, Responsive Teaching Training for teachers and paraprofessionals to identify and provide targeted support for students. Culturally responsive teaching practices and implicit bias awareness training, which directly support LCAP goals #2 and goal #3.
- 4) After school enrichment opportunities such as physical education/sports, art, and music, which directly support LCAP goals #2 and goal #3.
- 5) Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility, which directly support LCAP goals #1.
- 6) Additional academic services for students: Diagnostic, Progress Monitoring, and Benchmark Assessments of student learning, which directly support LCAP goal #1.
- 7) Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs: Professional Development for teachers, paraprofessionals and parents, which supports LCAP goal #2 and #3.

EEBG

The funds will be used to support professional development for certificated teachers, administrators, and paraprofessional educators/classified staff, which supports LCAP goal #1, #2 and #3.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Piner-Olivet Charter School	Heather Graham Principal	hgraham@pousd.org 707-522-3310

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Piner Olivet Charter School (POCS) is a collaborative, supportive community which nurtures the academic, social, and emotional growth of the individual through engagement in the process of inquiry-based problem solving, reflection, and communication. POCS serves a student population of about 208 students in grades 7-8. Twenty percent of our students are English Learners, 34% of our students are socio-economically disadvantaged. Piner Olivet Charter School and Piner-Olivet Union School District (POUSD) were seriously impacted by the Northern California wildfires in 2017. The Tubbs Fire destroyed over 5,500 structures and Coffey Park, a neighborhood directly across the street from our district office (one of the most densely populated areas in Santa Rosa affected by the fire). About 1,500 homes were destroyed in the small neighborhood. Many of our students and staff were directly impacted by the fires. Since then we have had Air Quality closure days where we had to close schools, PG&E power shut off days where we have had to close schools, flooding in the near by Russian River (Feb 2019), Kincade Fire (Oct 2019) that devastated a close by community to our north, COVID-19 pandemic (March 2020-ongoing) that resulted in the closure of schools and transition to distance learning and then a transition to hybrid learning, Walbridge Fire (Aug 2020) that impacted another close by community to our north, and Glass Fire (Sept 2020) that devastated a close by community to our east. Our community has been greatly impacted and social-emotional support continues to be a top priority for our district.

Reflections: Successes

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

On the 2019 CA Dashboard, the state indicators for which overall performance was in the “Blue” or “Green” performance category were: Suspension Rate was green for the following subgroups: All Students decreased 3.1%; Hispanic, decreased 3.2%; Socio-economically disadvantaged students decreased by 3.5%; and White students, decreased 10.4%. English Language Arts was "blue" for the following subgroups: All students increased 24.4 points (blue), white students increased 32 points (blue), English Learners increased 19 points

(green), Hispanic increased 26 points (green); and Socio-economically disadvantaged increased 19 points (green), . English Learner Progress was at the "Very High Level" with 79% of students making progress towards English Language proficiency. All local indicators on the 2019 CA Dashboard "met" the standard. There is no CA Dashboard Data available for 2020 or 2021.

Reflections: Identified Need

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

There were no the state indicators on the 2019 CA Dashboard for which overall performance was in the "Red" or "Orange" performance category. There were no local indicators where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. There were no state indicators for which performance for any student group was two or more performance levels below the "all student" performance. There is no CA Dashboard Data available for 2020 or 2021.

LCAP Highlights

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

Goal 1: Learning Experiences: Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement.

- Classroom Environment & Culture
- Student Engagement
- Dynamic Learning Experiences
- Curriculum and Pedagogy
- Assessment for Student Learning
- Professional Learning
- Leadership Development
- Family & Community Engagement

Goal 2: Well-Being: Support the social-emotional and physical well-being of all and recognize each person's inherent value.

- Whole Child Nurturance
- Lifelong Wellness
- Tools for Families
- Safe Environment

Goal 3: Community: Strengthen our community by embracing change and cultivating a growth mindset.

- Community Partnerships
- After School Engagement

- Technology
- School Culture

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

- The Director of Innovative Learning presented the LCAP to the District English Language Advisory Committee (DELAC) for review and comments in May 2022.
- The principal presented the LCAP to the Executive Committee for review and comments in April 2022.
- The superintendent presented the LCAP to the Parent Advisory Committee (known as PTO) for review and comment in May 2021,,the superintendent then responded, in writing, to comments received from the parent advisory committee
- The superintendent presented the LCAP to the English Learner Parent Advisory Committee for review and comment in May 2021, the superintendent then responded, in writing, to comments received from the English Learner Parent Advisory Committee
- The superintendent notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP using the most efficient method of notification possible (does not need to be printed or mailed)
- School Plans: N/A the LCAP serves as the School Plan as it is a single school LEA.
- The superintendent consulted with its special education local plan area administrator in May 2021 to determine that specific actions for individuals with exceptional needs are included and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs.
- The governing board held one public hearing (June 2, 2021) to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan was available for public inspection. The public hearing was held at the same meeting as the public hearing for Budget Adoption)
- The governing board adopted the LCAP in a public meeting (June 16, 2021). This meeting was held after, but not on the same day as, the public hearing. This meeting was the same meeting that the governing board adopted a budget.

*items above are required by CA Education Code 52062

- Design Team (Nov 15-16, 2018; Jan 16-17, 2019; March 28-19, 2019; Sept 26-27, 2019; Nov 8, 2019)
- Teachers provided input on LCAP in the following ways: staff meeting, future-focused professional development process, survey, local bargaining unit (May 2019, April 2021)
- Administrators provided input on the LCAP in the following ways: Leadership Team Meeting, Cabinet Meetings (May 5, 2020; June 5, 2020)
- Students provided input on the LCAP in the following ways: surveys, meetings, discussions
- Classified provided input on the LCAP in the following ways: surveys, local bargaining unit (May 2019, April 2021)
- Site Councils provided input on the LCAP (April/May 2021)

A summary of the feedback provided by specific educational partners.

The "Design Team" utilized feedback from all stakeholder groups to finalize the goals and actions during the 2019-2020 school year (before COVID). It is important to note that LCAP Goal 2 "Support the social-emotional and physical well-being of all and recognize each person's inherent value" of our LCAP is particularly important to our community as we have experienced significant emotional strain over the past 4 years. The goals and actions were then reviewed prior to the 2021-2022 adoption to ensure that these goals and actions continued to be relevant in a post-COVID environment.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

All LCAP Goals and Actions were revamped during the 2019-2020 school year for the 2020-2021 LCAP cycle. However, these goals and actions were not officially put into place until the 2021-2022 LCAP cycle (current cycle) due to the LCAP cycle being put on pause for the 2020-2021 school year. All stakeholders were important in the development of our goals and actions. Out of extensive future focus professional development and discussion we collaboratively developed the goals and actions listed in this LCAP. All stakeholder groups reviewed and approved the plan.

Goals and Actions

Goal

Goal #	Description
1	Learning Experiences: Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement.

An explanation of why the LEA has developed this goal.

The goal was developed based on stakeholder input and ensuring state priorities are met. The Design Team developed this goal and actions based on stakeholder feedback. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). The following priority areas align with the stakeholder value of exceptional learning experiences: Priority 1 – Basics (Teachers, Instructional Materials), Priority 2 – Implementation of Academic Standards, Priority 4 – Performance on Standardized Tests, Priority 5 – Pupil Engagement, and Priority 7 – Access to a Broad Course of Study. If completed and achieved, the actions and metrics grouped together demonstrate all the component necessary for providing learning experiences that increase students achievement, engagement and preparedness for their future.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA Academic Indicator	Mid-Year Data 2021-2022: 7th: 36% 8th: 33%	End of Year Data 2021-2022: 7th: 43% 8th: 37%			Each student achieving + 50% STAR grade-level equivalency each school year
Math Academic Indicator	Mid-Year Data 2021-2022: 7th: 55% 8th: 51%	End of Year Data 2021-2022: 7th: 52% 8th: 59%			Each student achieving + 50% STAR grade-level equivalency each school year
EL Progress (CA Dashboard)	Status: 78.6%	Unavailable:			Achieve 5% growth by the end of Year 1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Progress Level: Very High	No CA Dashboard Update			
Reclassification Rate	N/A	Unavailable: No CA Dashboard Update			100% of Level 4 students will be RFEF'd within 3 years.
Standards Aligned Materials % of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100%	100%			Continue to reach 100% rate for student access to standards aligned materials
Facilities in Good Repair (FIT Report)	100%	89%			Work to reach 100% rate for FIT rating
# of Williams Complaints	0	0			Continue to reach 0 Williams Complaints
# instances where facilities do not meet the "good repair" standard	0	89%			Work to reach 100% rate for FIT rating
Broad Course of Study	100%	100%			Continue to reach 100% benchmark

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Misassignment of teachers	0%	0			Continue to have 0 misassignment of teachers

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Classroom Environment & Culture	<p>Provide each student with a highly qualified teaching staff to support learning and positive school climate/culture using appropriate curriculum:</p> <ul style="list-style-type: none"> • Utilize Pillars of Character Consumable Materials • Director of Special Education (.80 FTE district-wide) • High Qualified Principal Appropriately Assigned • Highly Qualified Teachers Appropriately Assigned <p>Develop a positive, collaborative, innovative learning environment that supports students in being confident to achieve their personal best.</p> <ul style="list-style-type: none"> • Arrange flexible and choice-driven learning environments so that arrangement of room is conducive to and supports learning. • Classroom systems and routines facilitate student responsibility, ownership, and independence. • Class time is maximized in the service of learning. • Co-create purposeful, relevant, accessible learning resources. Students have access to resources in the environment to support their learning and independence. • Develop and nurture a community of learners. • Classroom norms encourage trust-building, risk-taking, collaboration, and respect for divergent thinking. • Foster collaborative conversation and open discourse. • Classroom interactions reflect high expectations and beliefs about all students’ intellectual capabilities and creates a culture of inclusivity, equity, and accountability for learning. 	\$1,178,838.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Student Engagement	<p>Address the needs of English Learners and socioeconomically disadvantaged students by providing:</p> <ul style="list-style-type: none"> • Program Assistants for academic support classes • Provide ELD/Intervention Materials • ELD instructional materials (National Geographic Materials) • Professional Development for EL strategies <p>Cultivate learning processes and environments that foster deep engagement, intellectual development, and communication.</p> <ul style="list-style-type: none"> • Integrate student voice and choice in learning experiences. • Students take ownership of their learning to develop, test, and refine their thinking. • Students' classroom work embodies substantive intellectual engagement. • Engagement strategies capitalize and build upon students' academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. • Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in their learning experience. • Engagement strategies build on students' strengths and address the needs of English learners and socioeconomically disadvantaged students. 	\$189,854.00	Yes
1.3	Dynamic Learning Experiences	<p>Engage all students in dynamic learning experiences that align with state standards and embrace competencies such as critical thinking and problem-solving that carry into other domains of life:</p> <ul style="list-style-type: none"> • Rosetta Stone Licenses for EL students • Summer School - Program Assistants (June 14 - July 9, 2021) 	\$2,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Focus on strategic yearlong planning that informs units and daily lesson plans. • Utilize both standards-aligned curriculum and multi-disciplinary projects. • Lessons are intentionally linked to other lessons in support of students meeting standards. • Lessons are meaningful and relevant beyond the task at hand, and assist students in learning and applying transferable knowledge and skills. • Learning targets and criteria for success are clearly articulated, linked to standards, embedded in instruction, and understood by students. • Teaching points are based on the teacher's knowledge of students' learning needs in relation to the learning targets. • Create formative learning processes for all students with measurable learning targets. • Develop curricular activities that bridge in-class and online learning with real world applications. 		
1.4	Curriculum and Pedagogy	<ul style="list-style-type: none"> • Integrate research-based curriculum such as Carnegie Math curriculum and pedagogy that are tied to California State Standards and Framework which supports high student achievement and engagement. • Provide Professional Development for Certificated and Classified Staff • Professional Development consulting services • Make decisions and utilize instructional approaches in ways that intentionally support his/her instructional purposes. • Instructional materials (e.g. texts, resources, etc.) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant. 	\$9,527.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Ensure that instructional materials and strategies are grounded in cultural competency and are geared toward creating an equitable school and classroom environment. • All English learners receive a comprehensive program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program designed to meet California State ELD standards. • Lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time. • Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking. • Utilize instructional strategies based on planned and/or in-the-moment decisions, to address individual learning needs. • Provide scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence. • Design professional development opportunities for certificated and classified staff to support curriculum and pedagogy implementation. 		
1.5	Assessment for Student Learning	<p>Assessment cycles are continually utilized by educators and students to ensure learning activities lead to student success. Teachers use assessment results to modify curriculum and learning activities to address student needs.</p> <ul style="list-style-type: none"> • Develop systems in which students assess their own learning and the work of their peers in relation to the learning target. • Create multiple assessment opportunities and expect all students to demonstrate learning. 	\$4,141.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student. • Use observable systems and routines for recording and using student assessment data. • Assessment criteria, methods, and purposes are transparent and match the learning target. <p>Utilize formative assessment data to make in-the-moment instructional adjustments, to modify future lessons, and give targeted feedback to students:</p> <ul style="list-style-type: none"> • Benchmark subscriptions - STAR Renaissance 		
1.6	Professional Learning	<p>Provide professional development workshops for teachers, classified instructional support staff, and principals to better support EL students:</p> <ul style="list-style-type: none"> • Carnegie Math PD on how to support EL students • -Teachers will participate in 1:1 meetings on Student Assessment Team Meetings (Site Based) to review EL data to inform instruction and provide goals for students. <p>Ensure every educator is highly effective and ever-developing in their role, and an active member of effective, collaborative teams that engage in future-focused professional learning.</p> <ul style="list-style-type: none"> • Include team building activities and norm development in professional development. • Provide professional learning on how to build a culture of trust in schools and classrooms. <p>Integrate professional development focused on virtual platforms, software, pedagogy, and curriculum within fluid learning environments.</p> <ul style="list-style-type: none"> • Acknowledge and utilize teachers' strengths. • Continue professional development opportunities on equity in education and ensuring all students have access to high-quality learning in a welcoming environment. • Highlight classrooms that employ formative learning practices. 	\$6,034.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Ground professional learning in student performance and formative learning. • Engage in professional learning experiences to develop district-wide guidelines for implementing research based formative learning practices. • Participate in cooperative teams and communities of practice to deepen student learning. • Focus on and utilize the Center for Educational Leadership’s 5 Dimensions of Teaching and Learning to inform daily practice, enhance learning opportunities, and encourage professional growth. • Create professional development for educators around global awareness and the future world of work • Engage in communities of practice to co-create evidence-based teaching practices to deepen student learning. • Emphasize the formative learning process for students and staff throughout POUSD classrooms, activities, and operations. 		
1.7	Leadership Development	<p>Support leaders in building student-focused, growth- oriented, trust-based cultures where innovation and learning flourish.</p> <ul style="list-style-type: none"> • Develop, support, and acknowledge teacher leaders to build capacity. • Plan and schedule leadership retreats, meetings, and collaborative work sessions to focus on the Four -Dimensions of Instructional Leadership. • Encourage leadership collaboration such as sharing ideas and resources, and analyzing school data. • Cultivate relationships to build trust-based culture. • Engage in reflection and formative learning cycles. 		No

Action #	Title	Description	Total Funds	Contributing
1.8	Family & Community Engagement	<ul style="list-style-type: none"> Using Annual subscriptions to WeeblyPro to enhance home-school communication Provide a teacher with extra pay to be the Yearbook Advisor and work on the school yearbook. Provide frequent and clear communication between the school and the broader school community Utilize online educational programs that reinforce and share student learning. Involve families in family nights, games, surveys, interviews, and exhibitions. Communicate student progress, achievements, and struggles through a variety of mediums. Empower students to communicate their success, challenges, and growth through student led conferences. Provide all families and the community with opportunities to engage with curriculum. 	\$1,827.00	No

Goal Analysis [2021-22]

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

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

This goal was carried out by beginning to implement the 3 year LCAP cycle such as implementing summer school, intervention materials, our math adoption and technology software. There were no substantive differences in the planned actions and actual implementation of actions. The following school year we will be implementing National Geographic Curriculum to support our English Language Learners.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences between Budgeted Expenditures and Estimated Actual Expenditures were due to several reasons such as not fully implementing actions and/or estimated actuals were either more or less than budgeted.

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

At this point of time in the LCAP, it is too early to report if the specific actions were effective in making progress towards goal one due to COVID-19 pandemic and using year one as a baseline for the next two years.

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

There were no changes at this time made to the planned goal, metrics, desired outcomes, or actions for the coming year besides implementing National Geographic Curriculum to support our English Language Learner students during the next school year.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Well-Being: Support the social-emotional and physical well-being of all and recognize each person’s inherent value.

An explanation of why the LEA has developed this goal.

The goal was developed based on stakeholder input and ensuring state priorities are met. The Design Team developed this goal and actions based on stakeholder feedback. All of our stakeholders want to prioritize social-emotional support and physical well-being. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). The following priority areas align with the stakeholder value of a well rounded educational program: Priority 5 – Pupil Engagement, and Priority 6 – School Climate. If completed and achieved, the actions and metrics grouped together demonstrate all the component necessary for ensuring the healthy well-being of our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	First 6 months of school 2021-2022: 91%	Aug. 2021- May. 2022: 97.33%			Achieve an attendance rate of 97%+
Chronic Absenteeism Rate	2019: 10.2%	Unavailable: No CA Dashboard update in 2021			Achieve Chronic Absenteeism rate of 10%-
Suspension Rate	2019: 2.9%	Unavailable: No CA Dashboard update in 2021			Decline by at least 0.3%, until 1% is reached.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	0%	0%			Maintain a 0% Expulsion Rate
% feel school is welcoming and friendly	Data Not Available	My school creates a friendly environment: 89% (Youth Truth Survey Results-parent results)			<1% result on subsequent surveys

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Whole Child Nurturance	<p>Provide comprehensive student-centered programs that recognize each student’s inherent value, meet the wellness needs of students, and infuse social-emotional learning opportunities into daily experiences</p> <ul style="list-style-type: none"> • Actively seek to create equity-minded schools that recognize and welcome the diverse backgrounds of our students. • Develop a sense of community and belonging through active family engagement. • Provide a rich Multi-Tiered Systems of Support (MTSS) that addresses the needs of individual students. • Provide opportunities to celebrate our differences. • Provide counseling for all students as needed. • SEL curricula integrated in classroom • Encourage site-based focus on Restorative Practices, Toolbox, and Positive Behavioral Interventions and -Supports (PBIS). • Assemblies to encourage • Assembling a district-wide committee focused on researching, creating, and implementing an improved food -service. • Creating opportunities for students to drive their own learning around fitness and nutrition. 	\$22,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Support teachers in integrating nutrition and exercise learning into classroom curricula. <p>Providing counseling services for foster youth and low-income students as needed.</p>		
2.2	Lifelong Wellness	<p>Provide opportunities and experiences for staff to understand and support their own and each other’s social, emotional, and physical wellness.</p> <ul style="list-style-type: none"> • Create opportunities for staff to engage in healthy activities and develop a growth mindset. • Support a healthy and balanced lifestyle. • Incorporate mindfulness and community-building activities into professional development and other site activities. • Leverage meetings and day to day connections to build relationships and trust. 		
2.3	Tools for Families	<p>Enhance educational opportunities for all families by providing them with tools and strategies for addressing their student’s emotional, social, and physical needs.</p> <ul style="list-style-type: none"> • Develop a warm and welcoming school environment where families feel welcome. • Foster ongoing relationships between families and schools. • Strive to cultivate open lines of communication between families and schools. • Create and communicate a comprehensive list of district, school, and community resources. • Develop a series of Parent Education Evenings (district wide): parenting, nutrition, MTSS, Parent University. • Provide various opportunities, at different times of the day, for parents to participate in school activities. 		

Action #	Title	Description	Total Funds	Contributing
2.4	Safe Environment	<p>Support leaders, staff, families, and students in establishing and maintaining a physically safe environment.</p> <ul style="list-style-type: none"> • Cultivate a mindset of shared responsibility for school safety among all stakeholders. • Prioritize and upgrade our facilities plan for older campuses to develop safer and more engaging learning environments. • Restructure facility operations to develop a more cohesive and streamlined School Safety Plan. • Communicate School Safety Plan, practice steps outlined in plan, and follow procedures as developed. <p>Maintenance/custodial staff will be provided with necessary supplies to ensure a safe school environment.</p>	\$5,000.00	No

Goal Analysis [2021-22]

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

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

This goal was carried out by beginning to implement the 3 year LCAP cycle such as working towards equity minded, using SEL curriculum and maintaining a safe environment through our supervision and custodial/maintenance staff. There were no substantive differences in the planned actions and actual implementation of the actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences between Budgeted Expenditures and Estimated Actual Expenditures were due to several reasons such as not fully implementing actions and/or estimated actuals were either more or less than budgeted.

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

At this point of time in the LCAP, it is too early to report if the specific actions were effective in making progress towards goal two due to COVID-19.

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

There were minimal changes at this time made to the planned goal, metrics, desired outcomes, or actions for the coming year. One of the metrics we are now using the Youth Truth Survey instead of the My Voice Survey. The new question from families is: My school creates a friendly environment. We are working on making progress on that question through our equity work.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Community: Strengthen our community by embracing change and cultivating a growth mindset.

An explanation of why the LEA has developed this goal.

The goal was developed based on stakeholder input and ensuring state priorities are met. The Design Team developed this goal and actions based on stakeholder feedback. All of our stakeholders wanted to prioritize strengthening our community. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). The following priority areas align with the stakeholder value community: Priority 3 – Parent Engagement, Priority 5 – Pupil Engagement, and Priority 6 – School Climate. If completed and achieved, the actions and metrics grouped together demonstrate all the component necessary for ensuring a school culture beneficial to our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement (Local Indicator)	"Met" (see local indicators for detailed report)	Baseline: Youth Truth Survey: 66% Family Engagement			Exceed 66% rating on survey for % of students who are engaged with the school community
% of staff who feel like a valued member of school community	91%	Baseline: Youth Truth Survey: 61% Students Engagement			Exceed 61% rating on survey for % of students who are engaged with the school community
% of staff who feel PD is important to educational growth	82%	Baseline: Youth Truth Survey: 64% Students Belonging and Peer Collaboration			Exceed 64% rating on survey for % of students who feel belonging and engage in peer collaboration

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					in their school community
% of staff work in a collaborative manner	91%	Baseline: Youth Truth Survey: 86% Staff Engaged			Exceed 86% rating on survey for % of staff who are engaged with the school community
% of students have access to a technology device	100%	100%			Maintain 100% regarding % of students have access

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Partnerships	<p>Enhance learning opportunities for students through community partnerships to learn about their world and serve as active participants in their community:</p> <ul style="list-style-type: none"> • Transportation will be provided for student for Community Building & Incentive Field Trips • Provide Career Day Supplies and Materials - Every Other Year • Expand partnerships with community agencies for social-emotional needs in all schools, civic engagement, and future focused world experiences. • Integrate civic-minded, future-focused and globally-pertinent activities and projects within our curricula. • Enhance curricular learning by connecting students to our broader community. • Provide opportunities for civic involvement and volunteerism at every age. • Invite community members to become involved in our school community. 	\$2,700.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Leverage community partnerships (e.g. Sonoma County Office of Education) to create stronger school:career connections. 		
3.2	After School Engagement	<p>Offer engaging and age appropriate enrichment opportunities outside of regular school hours:</p> <ul style="list-style-type: none"> Expand after school engagement activities such as assemblies, sports programs, and robotics Offer after school tutoring opportunities Create and communicate a comprehensive list of district, school, and community resources of after-school enrichment activities. Coordinate with community organizations and families to increase access to a variety of extracurricular activities. 		No
3.3	Technology	<p>Acquire, maintain, and utilize current technology to increase communication between schools and community, and to improve educational opportunities for students.</p> <ul style="list-style-type: none"> Build and maintain technology infrastructure that is reliable and meets the demands of 21st Century technology. Develop a sustained and reliable social media and website presence. Provide technology training for teachers and classified staff, particularly around distance learning, technology skills, and online education programs. Incorporate digital citizenship and technology fluency skills into curricula based on technology standards. Implement multiple software programs that enhance student learning. 		

Action #	Title	Description	Total Funds	Contributing
3.4	School Culture	<p>Co-create a culture of open-hearted and open-minded listening that generates a compassionate and courageous community oriented toward collective action and shared responsibility.</p> <p>Build trust through transparency and honesty.</p> <ul style="list-style-type: none"> • Establish open and direct lines of communication between families and schools, site and district staff, and students and teachers. • Develop a culture that assumes positive intent, particularly when working through difficult situations. • Promote a growth mindset. • Provide professional learning on how to build a culture of trust in schools and classrooms. • Provide opportunities to build relationships through sharing of newsletters, celebrations of staff, and community celebrations. <p>Utilize Youth Truth Surveys to elicit parent and student feedback and input. Nurse Contracted through SCOE</p>	\$6,778.00	Yes

Goal Analysis [2021-22]

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

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

This goal was carried out by beginning to implement the 3 year LCAP cycle such as improving our district and all school site websites, purchasing multiple software licenses to aid in student learning and conducting the Youth Truth Survey. There were no substantive differences in the planned actions and actual implementation of the actions except all field trips were on hold due to COVID-19 till the Spring of 2022.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences between Budgeted Expenditures and Estimated Actual Expenditures were due to several reasons such as not fully implementing actions and/or estimated actuals were either more or less than budgeted.

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

At this point of time in the LCAP, it is too early to report if the specific actions were effective in making progress towards goal three due to COVID-19.

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

There were no changes made to the planned goal. However, there were changes made to the metrics and desired outcomes due to a different survey being used. We no longer are using My Voice Survey rather we are now using the county wide YouthTruth Survey results thus, resulting in different metrics and desired outcomes. The new metrics are based on the categories of engagement with students, families, staff and how students are feeling about belonging in their school community. We are using this year as a baseline due to the new survey and will work on increasing the percentages in the next few years based on our equity work.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
176983	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.80%	0.00%	\$0.00	9.80%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

PRINCIPALLY DIRECTED TO SERVE ENGLISH LEARNERS

Needs, Conditions, Circumstances:

- 20% of our school community are English Language Learners (42 students)
- 88% of the English Learners have a primary language of Spanish.
- 79% of English Learners are making progress towards English Language Proficiency according to the CA 2019 Dashboard.
- On the 2019 CA Dashboard the percent students who were chronically absent decreased by 4.1%,
- 10 out of 42 English Learners were considered LTEL (Long Term English Learner) in 2019-2020.
- We reclassified (RFEP's) 22 students in 2020-2021 and 4 students in 2019-2020 and 7 students in 2021-2022.
- We want to increase the educational outcomes and opportunities of our English Learners

Actions

- Professional development to support providing designated and integrated ELD and to identify and implement a core set of practices based on our curriculum.
- Provide Supplemental Materials and Educational Software

- Provide Curriculum for Newcomer Support
- Targeted 1:1 teacher meetings with administration to analyze data and create targeted goals

Expected Outcomes

- Decrease the number of LTEL students (Long Term English Learner)
- At least 65% of students are making making progress on the ELPAC as determined by the "English Learner Progress Indicator"
- Increase in the percent of English Language Learner students who are considered "proficient" according to STAR Reading

PRINCIPALLY DIRECTED TO SERVE LOW-INCOME AND FOSTER YOUTH STUDENTS

Needs, Conditions, Circumstances:

- The demographics of our school community are: 34% low-income (72 students), 1% Foster Youth (20 students)
- On the 2019 CA Dashboard the percent of low-income students suspended decreased by 3.5%, students who were chronically absent decreased by 2.4%
- Low-income students improved 22 points on Mathematics (and were 22 points better than state data for English learners)
- Low-income students improved 19 points on English Language Arts (and were 29 points better than state data for English learners)
- Low-income students were disproportionately impacted by COVID-19
- Low-income students have additional needs related to health and wellness, nutrition, social-emotional wellbeing, and academic support.

Actions

- Provide counseling services: social-emotional, behavioral, self- regulation, and positive social relationships.
- Provide multiple tiers of intervention (academic, behavioral). and Professional development for targeted instruction to build proficiency in CCSS and MTSS support for students who need interventions in academics, emotional and/or behavioral.
- Ensure students have access to technology to develop digital literacy and academic support
- Provide a focus on Responsive Teaching in Literacy and Math.
- Provide Supplemental Materials/Software
- Targeted 1:1 teacher meetings with administration to analyze data and create targeted goals

Expected Outcomes

- Continue to decrease the percent of Low-income students who are chronically absent.
- Increase in the percent of low-income students who are considered "proficient" according to STAR Reading

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

Piner-Olivet Union School District is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, EL and foster youth at the school site, and ensuring that funds are spent to benefit these subgroups of students. Based on staff and stakeholder feedback and research on effective practices we are implementing more than 10 LCAP Action/Services to improve services for the low income, English learner and foster youth including using a portion of the LCFF Supplemental dollars for site allocations based on the number of unduplicated youth served to allow sites to implement site specific solutions based on unique site needs, and site stakeholder input.

The services for foster youth, low-income and EL students has increased in quality as demonstrated by the following data points:
 On the 2019 CA Dashboard: (no CA Dashboard Data available for 2020 or 2021)

- 79% of English learners are making progress towards English Language Proficiency (which is considered "High" and well above the state average of 48%)
- English Learners improved 18 points on English Language Arts (and were 38 points better than state data for English learners)
- English Learners improved 26 points on English Language Arts (and were 32 points better than state data for English learners)
- Low-income students improved 22 points on Mathematics (and were 22 points better than state data for English learners)
- Low-income students improved 19 points on English Language Arts (and were 29 points better than state data for English learners)
- On the 2019 CA Dashboard the percent of low-income students suspended decreased by 3.5%, students who were chronically absent decreased by 2.4%
- The suspension rate of low-income students declined by 3.5%.
- We reclassified 26 students in the past two years and 7 in 2021-2022.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:54	n/a

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	1:22	n/a

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,415,731.00	\$13,668.00			\$1,429,399.00	\$1,381,031.00	\$48,368.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Classroom Environment & Culture	All	\$1,178,838.00				\$1,178,838.00
1	1.2	Student Engagement	English Learners Low Income	\$189,854.00				\$189,854.00
1	1.3	Dynamic Learning Experiences	English Learners Low Income	\$2,200.00				\$2,200.00
1	1.4	Curriculum and Pedagogy	All		\$9,527.00			\$9,527.00
1	1.5	Assessment for Student Learning	All		\$4,141.00			\$4,141.00
1	1.6	Professional Learning	English Learners Low Income	\$6,034.00				\$6,034.00
1	1.7	Leadership Development	All					
1	1.8	Family & Community Engagement	All	\$1,827.00				\$1,827.00
2	2.1	Whole Child Nurturance	Foster Youth Low Income	\$22,500.00				\$22,500.00
2	2.2	Lifelong Wellness						
2	2.3	Tools for Families						
2	2.4	Safe Environment	All	\$5,000.00				\$5,000.00
3	3.1	Community Partnerships	All	\$2,700.00				\$2,700.00
3	3.2	After School Engagement	All					
3	3.3	Technology						

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.4	School Culture	Foster Youth Low Income	\$6,778.00				\$6,778.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1805214	176983	9.80%	0.00%	9.80%	\$227,366.00	0.00%	12.59 %	Total:	\$227,366.00
								LEA-wide Total:	\$227,366.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Student Engagement	Yes	LEA-wide	English Learners Low Income	All Schools	\$189,854.00	
1	1.3	Dynamic Learning Experiences	Yes	LEA-wide	English Learners Low Income	All Schools	\$2,200.00	
1	1.6	Professional Learning	Yes	LEA-wide	English Learners Low Income	All Schools	\$6,034.00	
2	2.1	Whole Child Nurturance	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$22,500.00	
3	3.4	School Culture	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$6,778.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,161,994.00	\$1,236,518.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Classroom Environment & Culture	No	\$902,484.00	1017647
1	1.2	Student Engagement	Yes	\$184,014.00	154265
1	1.3	Dynamic Learning Experiences	Yes	\$4,700.00	3125
1	1.4	Curriculum and Pedagogy	No	\$28,527.00	10007
1	1.5	Assessment for Student Learning	No	\$1,500.00	10000
1	1.6	Professional Learning	Yes	\$5,250.00	4463
1	1.7	Leadership Development	No		0
1	1.8	Family & Community Engagement	No	\$4,500.00	1809
2	2.1	Whole Child Nurturance	Yes	\$22,500.00	22500
2	2.2	Lifelong Wellness			0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Tools for Families			0
2	2.4	Safe Environment	No	\$4,419.00	4500
3	3.1	Community Partnerships	No	\$3,300.00	1289
3	3.2	After School Engagement	No		0
3	3.3	Technology			0
3	3.4	School Culture	Yes	\$800.00	6913

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
152778	\$213,464.00	\$188,969.00	\$24,495.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Student Engagement	Yes	\$184,014.00	154265	0	0
1	1.3	Dynamic Learning Experiences	Yes	\$900.00	828	0	0
1	1.6	Professional Learning	Yes	\$5,250.00	4463	0	0
2	2.1	Whole Child Nurturance	Yes	\$22,500.00	22500	0	0
3	3.4	School Culture	Yes	\$800.00	6913	0	0

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1612602	152778	0	9.47%	\$188,969.00	0.00%	11.72%	\$0.00	0.00%

Agenda Item Summary

Action Item: **16.15 Public Hearing on the 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Northwest Prep Charter School**

Regular Meeting of: June 8, 2022 Action Item Report Format: **Oral**

Attachment : **Draft of Local Control Accountability Plan**

Presented by: Kay Vang, CBO

Background

The Local Control Funding Formula (LCFF) legislation was signed into law by the Governor and took effect on July 1, 2013. Under the LCFF, school districts are required to develop, adopt, and annually update a three-year Local Control Accountability Plan (LCAP), beginning on July 1, 2014. According to Ed Code 52060, school districts are required to consult with staff, students, parents, and the community in developing the LCAP.

The current draft of the Northwest Prep LCAP includes a description of the stakeholder engagement process, goals, actions and services for all students as well as subgroups.

Plan

Prior to approval of the budget under LCFF, a draft of the LCAP and the budget must be presented for public hearing. Both the LCAP and the budget are to be adopted at a subsequent meeting.

Fiscal Impact

None at this time

Recommendation

Hold the Public Hearing as Required by Law

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Northwest Prep Charter School

CDS Code: 49-70870-01-06344

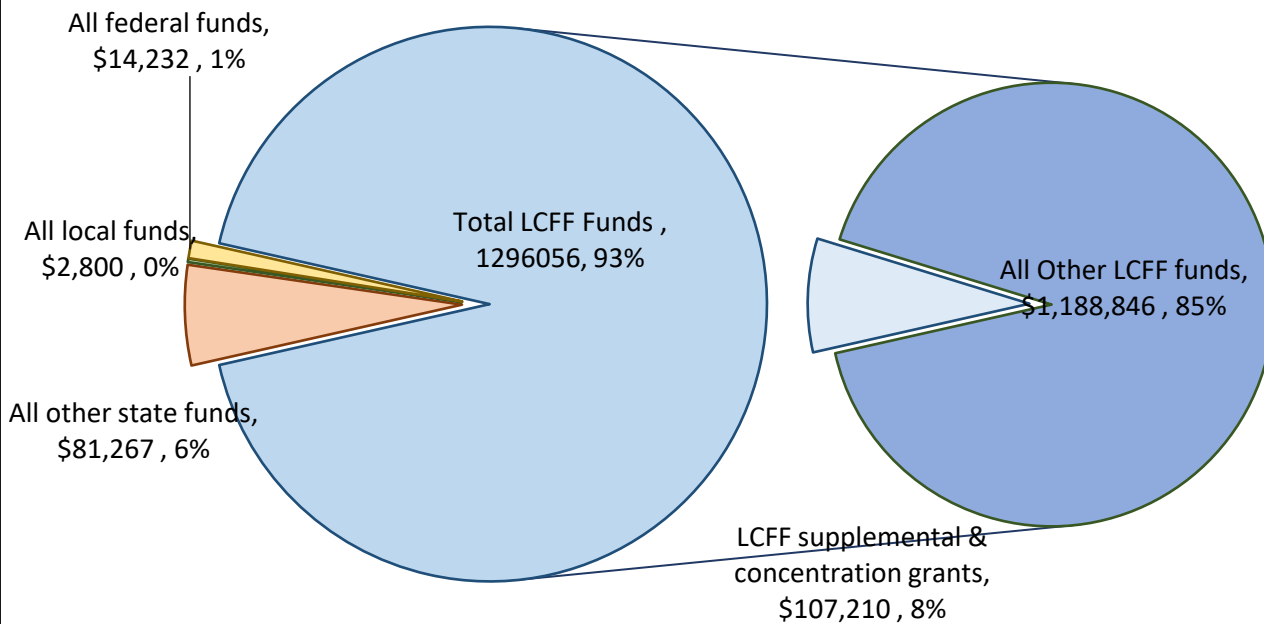
School Year: 2022 – 23

LEA contact information: Kay Vang, CBO (707) 522-3008

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

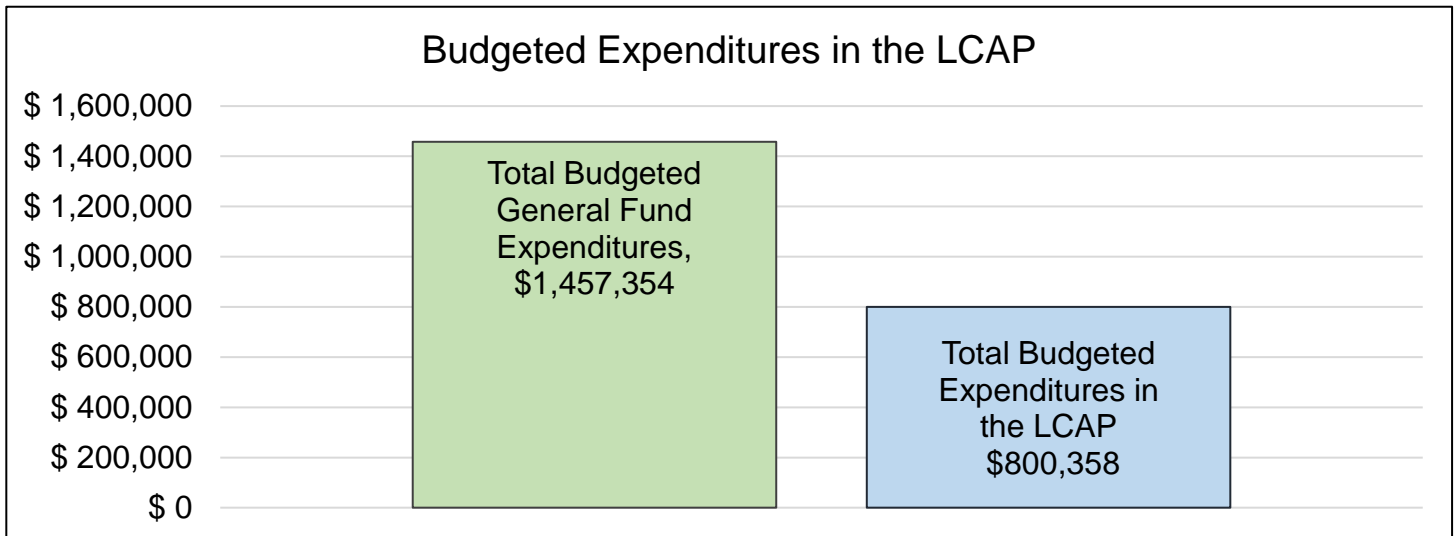


This chart shows the total general purpose revenue Northwest Prep Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Northwest Prep Charter School is \$1,394,355.00, of which \$1,296,056.00 is Local Control Funding Formula (LCFF), \$81,267.00 is other state funds, \$2,800.00 is local funds, and \$14,232.00 is federal funds. Of the \$1,296,056.00 in LCFF Funds, \$107,210.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Northwest Prep Charter School plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Northwest Prep Charter School plans to spend \$1,457,354.00 for the 2022 – 23 school year. Of that amount, \$800,358.00 is tied to actions/services in the LCAP and \$656,996.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

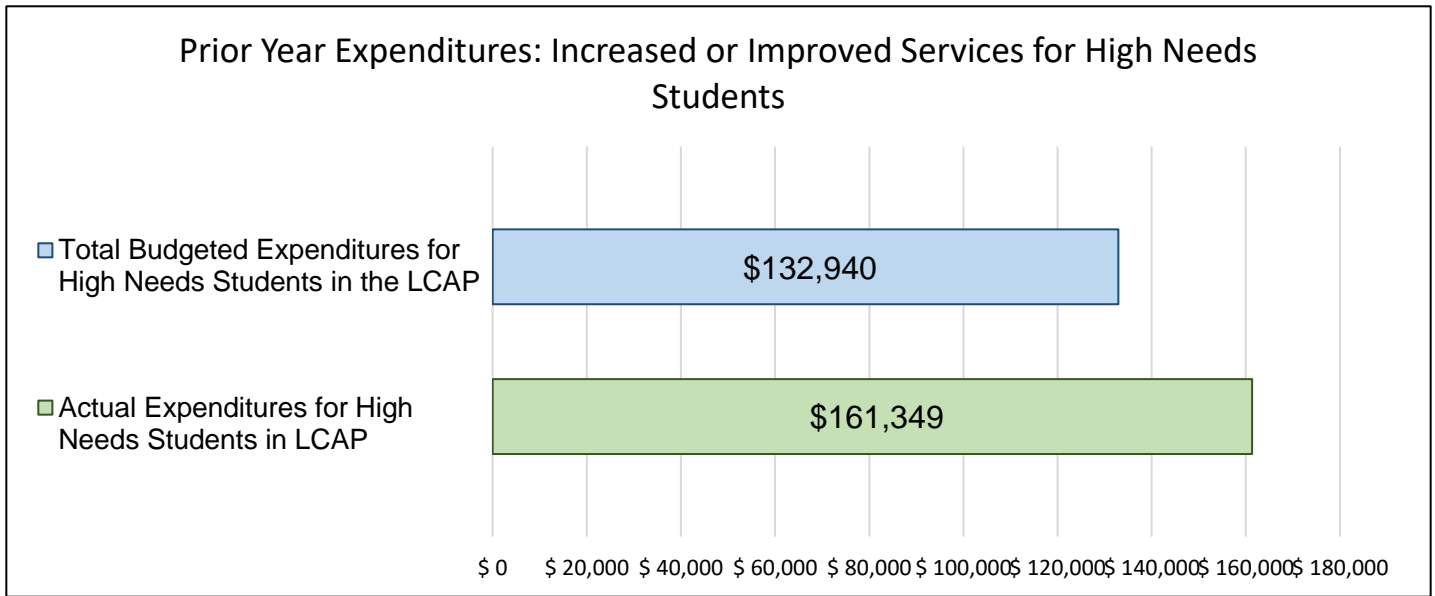
The total expenditures not included in the LCAP amount include such costs as overhead (ie., utilities, maintenance, legal costs, insurance, etc.), contributions, and mandatory contributions.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Northwest Prep Charter School is projecting it will receive \$107,210.00 based on the enrollment of foster youth, English learner, and low-income students. Northwest Prep Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Northwest Prep Charter School plans to spend \$185,709.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Northwest Prep Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Northwest Prep Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Northwest Prep Charter School's LCAP budgeted \$132,940.00 for planned actions to increase or improve services for high needs students. Northwest Prep Charter School actually spent \$161,349.00 for actions to increase or improve services for high needs students in 2021 – 22.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Northwest Prep	Adam Napoleon Principal	anapoleon@pousd.org (707) 522-3320

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

POUSD School District created a comprehensive engagement process which solicited input from all educational partners in a variety of meaningful ways. Here is a link to all of our plans that outline the engagement process:

<http://www.pousd.org/state--federal-funded-plans.html>

Expanded Learning Opportunities (ELO) Grant
 ESSER III Funds
 Educator Effectiveness Block Grant

In addition, here is a timeline of our partner engagement process which included the following:

- Design Team Work for POUSD’s Strategic Plan (2018-2019), (2019-2020)
- Admin Team Committee for bridging Strategic Plan to LCAP (2019-2020)
- POUSD’s Strategic Plan/LCAP Overview and Input Staff Meeting (April 2021)

LCAP/Learning Recovery Committee (May 2021)
Implementation of Next Steps (2021-2022)
Board Presentation: Learning Recovery Update and Input (November 2021)

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

POUSD does not receive concentration grant add on to increase the number of staff who provide direct services to students on school campuses with UPP greater than 55%.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Piner-Olivet School District has a meaningful engagement process that consults with educational partners in a variety of ways. Listed below are some of the ways, to date, in which Piner-Olivet School District has specifically targeted the use of one-time funds to support recovery from the COVID pandemic and the impacts of distance learning.

1. The community engagement process the District engaged in through the LCAP development provided information to inform this plan.
2. The District attempted to engage in meaningful consultation with Community Advisory Committee (CAC), Sonoma County Juvenile Probation, and CHIPA (Community Health Initiatives) on September 29, 2021 via email and phone call. In spite of our attempts, the District was unable to connect with representative members from this group.
3. Presentations regarding safety protocols for reopening were discussed during public board meetings, with the opportunity for public comment.
4. There were separate Zoom meetings for parents and staff regarding the Safety Plan and protocols providing more opportunities for input. Feedback from the community was incorporated into this plan.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Piner-Olivet School District will be using the ESSER III funds primarily in 3 fundamental ways as adopted by the board in July 2021. Specific actions related to each area can be found here: <http://www.pousd.org/state--federal-funded-plans.html>. Listed below are specific successes and challenges, to date, that we have experienced.

Planned Actions:

1. Health Screening
2. Routine Checking
3. Classroom Environment and Culture
4. Routine Cleaning and Disinfection
5. Dynamic Learning Experiences
6. Curriculum and Pedagogy

Successes:

1. Health Screening: Happening
2. Routine Checking: Happening
3. Classroom Environment and Culture: Teachers welcoming
4. Routine Cleaning and Disinfection: Happening
5. Dynamic Learning Experiences: Curriculum materials accessible
6. Curriculum and Pedagogy: STAR Testing

Challenges:

1. Health Screening: Inconsistent
2. Routine Checking: Getting results
3. Classroom Environment and Culture: COVID
4. Routine Cleaning and Disinfection: Staffing
5. Dynamic Learning Experiences: COVID
6. Curriculum and Pedagogy: COVID

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Piner-Olivet School District is using the fiscal resources received for the 21-22 school year and aligned with our LCAP. Below is how the additional funding to support LCAP goals:

ESSER III

Classroom Environment & Culture Provide students with highly qualified teaching staff to support learning and positive school climate/culture, directly support LCAP Action #1 in Goal One of the LCAP.

Dynamic Learning Experiences, Curriculum and Pedagogy, Engage students in dynamic learning experiences aligned with state standards and integrate research-based curriculum and pedagogy aligned to CA State Standards and Framework directly supports LCAP Action #3, #4, #5 in Goal One of the LCAP.

ELO

1) Extending instructional learning time- After School Tutoring/Intervention//Homework Club; Training provided for paraprofessionals Expanded Learning Opportunities Grant Plan for Piner-Olivet Union School District, which directly support LCAP goal #1.

2) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports; Coaching and mentoring to provide effective implementation of district curriculum, which directly support LCAP goal #1.

3) Integrated student supports to address other barriers to learning: Differentiated, Responsive Teaching Training for teachers and paraprofessionals to identify and provide targeted support for students. Culturally responsive teaching practices and implicit bias awareness training, which directly support LCAP goals #2 and goal #3.

4) Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports. After school computer lab open for students and parents to use and receive tech support by a trained support provider. Training provided for paraprofessionals. After school enrichment opportunities such as physical education/sports, art, and music, which directly support LCAP goals #2 and goal #3.

5) Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility, which directly support LCAP goals #1.

6) Additional academic services for students: Diagnostic, Progress Monitoring, and Benchmark Assessments of student learning, which directly support LCAP goal #1.

7) Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs: Professional Development for teachers, paraprofessionals and parents, which supports LCAP goal #2 and #3.

EEBG

The funds will be used to support professional development for certificated teachers, administrators, and paraprofessional educators/classified staff, which supports LCAP goal #1, #2 and #3.



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Northwest Prep	Adam Napoleon Principal	anapoleon@pousd.org 707-522-3320

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Northwest Prep Charter School (NWP) is a public charter school in the Piner-Olivet Union School District in Santa Rosa, California. NWP's Project-Based Learning program focuses on providing a personalized and meaningful education for approximately 80 students in grades 7-12 by using an integrated, multi-disciplinary Project-Based Program of Inquiry. Northwest Prep also offers a K-12 Homestudy program serving approximately 44 student focused on providing 1:1 support for students, offering individualized curriculum and schedule flexibility, as well as accommodating various learning styles. 16% of our students are English Learners and 46% are socioeconomically disadvantaged. Much effort is given at NWP to support effective instructional practices which provide our students with a child-centered, standards-based education that also incorporates our seven district student outcomes of Personal Integrity, Productive Collaboration, Critical and Creative Thinking, Effective Communication, Reflective Learning, Citizenship and Global Responsibility, and Resiliency and Drive. Northwest Prep and the Piner-Olivet Union School District (POUSD) were seriously impacted by the Northern California wildfires in 2017. The Tubbs Fire destroyed over 5,500 structures and Coffey Park, a neighborhood directly across the street from our district office (one of the most densely populated areas in Santa Rosa affected by the fire). About 1,500 homes were destroyed in the small neighborhood. Many of our students and staff were directly impacted by the fires. Since then we have had Air Quality closure days where we had to close schools, PG&E power shut off days where we have had to close schools, flooding in the near by Russian River (Feb 2019), Kincade Fire (Oct 2019) that devastated

a close by community to our north, COVID-19 pandemic (March 2020-ongoing) that resulted in the closure of schools and transition to distance learning and then a transition to hybrid learning, Walbridge Fire (Aug 2020) that impacted another close by community to our north, and Glass Fire (Sept 2020) that devastated a close by community to our east. Our community has been greatly impacted and social-emotional support continues to be a top priority for our district.

Reflections: Successes

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

On the 2019 CA Dashboard, the state indicators for which overall performance was in the “Blue” or “Green” performance category were: Suspension Rate was green for the following subgroups: All Students decreased 6.5%; Socio-economically disadvantaged students decreased by 3.1%; and White students, decreased 17.4% (blue). English Language Arts was “blue” for the following subgroups: All students increased 24.4 points (blue), white students increased 32 points (blue), English Learners increased 19 points (green), Hispanic increased 26 points (green); and Socio-economically disadvantaged increased 19 points (green), . English Learner Progress was at the “Very High Level” with 80% of students making progress towards English Language proficiency. All local indicators on the 2019 CA Dashboard “met” the standard. There is no data on the CA Dashboard Data available for 2020 or 2021.

Reflections: Identified Need

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

On the 2019 CA Dashboard, the state indicators for which overall performance was in the “Red” or “Orange” performance category were: Orange Performance Color for Chronic Absenteeism Rate: All Students: increased 0.6% to 12%; English Language Arts: declined 23 points to 33points below standard (please note this in only grades 7-8,11). There were no indicators at the Red Performance Color. These data points were pre-COVID and are not able to be compared for 2019-2020 and the 2020-2021 school year. We anticipate a decrease in chronic absenteeism rate and suspension rates as students come back to school in-person 5 days a week after not being able to be in-person for over a year.

To improve each of the areas above we believe all of these new LCAP Goals will help to fully engage our learners:

- LCAP Goal 1: Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement.
- LCAP Goal 2: Support the social-emotional and physical well-being of all and recognize each person’s inherent value.
- LCAP Goal 3: Strengthen our community by embracing change and cultivating a growth mindset.

There were no local indicators where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. There was only one state indicators for which performance for any student group was two or more performance levels below the “all student” performance: Suspension Rate: Hispanic Students were at the Orange performance level (increased 0.9% to 4.4%) which was two below the green indicator for all

students. There is no data on the CA Dashboard Data available for 2020 or 2021.

LCAP Highlights

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

Goal 1: Learning Experiences: Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement.

- Classroom Environment & Culture
- Student Engagement
- Dynamic Learning Experiences
- Curriculum and Pedagogy
- Assessment for Student Learning
- Professional Learning
- Leadership Development
- Family & Community Engagement

Goal 2: Well-Being: Support the social-emotional and physical well-being of all and recognize each person's inherent value.

- Whole Child Nurturance
- Lifelong Wellness
- Tools for Families
- Safe Environment

Goal 3: Community: Strengthen our community by embracing change and cultivating a growth mindset.

- Community Partnerships
- After School Engagement
- Technology
- School Culture

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

- The Director of Innovative Learning presented the LCAP to the District English Language Advisory Committee (DELAC) for review and comments in May 2022.
- The principal presented the LCAP to School Site Council (SSC) for review and comments in April 2022.
- The superintendent presented the LCAP to the Parent Advisory Committee (known as PTO) for review and comment in May 2021, the superintendent then responded, in writing, to comments received from the parent advisory committee
- The superintendent presented the LCAP to the English Learner Parent Advisory Committee for review and comment in May 2021, the superintendent then responded, in writing, to comments received from the English Learner Parent Advisory Committee
- The superintendent notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP using the most efficient method of notification possible (does not need to be printed or mailed)
- School Plans: N/A the LCAP serves as the School Plan as it is a single school LEA.
- The superintendent consulted with its special education local plan area administrator in May 2021 to determine that specific actions for individuals with exceptional needs are included and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs.
- The governing board held one public hearing (June 2, 2021) to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan was available for public inspection. The public hearing was held at the same meeting as the public hearing for Budget Adoption)
- The governing board adopted the LCAP in a public meeting (June 16, 2021). This meeting was held after, but not on the same day as, the public hearing. This meeting was the same meeting that the governing board adopted a budget.

*items above are required by CA Education Code 52062

- Design Team (Nov 15-16, 2018; Jan 16-17, 2019; March 28-19, 2019; Sept 26-27, 2019; Nov 8, 2019)
- Teachers provided input on LCAP in the following ways: staff meeting, future-focused professional development process, survey, local bargaining unit (May 2019, April 2021)
- Administrators provided input on the LCAP in the following ways: Leadership Team Meeting, Cabinet Meetings (May 5, 2020; June 5, 2020)
- Students provided input on the LCAP in the following ways: surveys, meetings, discussions
- Classified provided input on the LCAP in the following ways: surveys, local bargaining unit (May 2019, April 2021)
- Site Councils provided input on the LCAP (April/May 2021)

A summary of the feedback provided by specific educational partners.

The "Design Team" utilized feedback from all stakeholder groups to finalize the goals and actions during the 2019-2020 school year (before COVID). It is important to note that LCAP Goal 2 "Support the social-emotional and physical well-being of all and recognize each person's inherent value" of our LCAP is particularly important to our community as we have experienced significant emotional strain over the past 4 years. The goals and actions were then reviewed prior to the 2021-2022 adoption to ensure that these goals and actions continued to be relevant in a post-COVID environment.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

All LCAP Goals and Actions were revamped during the 2019-2020 school year for the 2020-2021 LCAP cycle. However, these goals and actions were not officially put into place until the 2021-2022 LCAP cycle (current cycle) due to the LCAP cycle being put on pause for the 2020-2021 school year. All educational partners were important in the development of our goals and actions. Out of extensive future focus professional development and discussion we collaboratively developed the goals and actions listed in this LCAP. All educational partners groups reviewed and approved the plan.

Goals and Actions

Goal

Goal #	Description
1	Learning Experiences: Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement.

An explanation of why the LEA has developed this goal.

The goal was developed based on stakeholder input and ensuring state priorities are met. The Design Team developed this goal and actions based on stakeholder feedback. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). The following priority areas align with the stakeholder value of exceptional learning experiences: Priority 1 – Basics (Teachers, Instructional Materials), Priority 2 – Implementation of Academic Standards, Priority 4 – Performance on Standardized Tests, Priority 5 – Pupil Engagement, and Priority 7 – Access to a Broad Course of Study. If completed and achieved, the actions and metrics grouped together demonstrate all the component necessary for providing learning experiences that increase students achievement, engagement and preparedness for their future.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA Academic Indicator	Use Year 1 Data	End of Year Data 2021-2022: 7th: 8th: 9th: 30% 10th: 45% 11th: 75% 12th: 44%			Each student achieving + 50% STAR grade-level equivalency each school year
Math Academic Indicator	Mid Year Data 2021-2022: 7th:	End of Year Data 2021-2022: 7th:			Each student achieving + 50% STAR grade-level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8th: 50% 9th: 33% 10th: 57% 11th: 12th:	8th: 9th: 43% 10th: 75% 11th: 100% 12th: 50%			equivalency each school year
EL Progress (CA Dashboard)	Status: 80% Progress Level: Very High	No CA Dashboard Data Available			Achieve 5% growth by the end of Year 3
Reclassification Rate	2019: 15 EL students at NWP	No CA Dashboard Data Available			100% of Level 4 students will be RFEP'd within 3 years.
Standards Aligned Materials % of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100%	100%			Continue to reach 100% rate for student access to standards aligned materials
Facilities in Good Repair (FIT Report)	100%	73%			Work to reach 100% rate for FIT rating
# of Williams Complaints	0	0			Continue to reach 0 Williams Complaints

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# instances where facilities do not meet the "good repair" standard	0	73%			Work to reach 100% rate for FIT rating
Broad Course of Study	100%	100%			Continue to reach 100% benchmark
Misassignment of teachers	0	0			Continue to have 0 misassignment of teachers

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Classroom Environment & Culture	<p>Provide each student with a highly qualified teaching staff to support learning and positive school climate/culture:</p> <ul style="list-style-type: none"> Principal time-.60 FTE Highly Qualified Teachers appropriately assigned <p>Develop a positive, collaborative, innovative learning environment that supports students in being confident to achieve their personal best.</p> <ul style="list-style-type: none"> Arrange flexible and choice-driven learning environments so that arrangement of room is conducive to and supports learning. Classroom systems and routines facilitate student responsibility, ownership, and independence. Class time is maximized in the service of learning. Co-create purposeful, relevant, accessible learning resources. Students have access to resources in the environment to support their learning and independence. Develop and nurture a community of learners. 	\$561,987.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Classroom norms encourage trust-building, risk-taking, collaboration, and respect for divergent thinking. • Foster collaborative conversation and open discourse. • Classroom interactions reflect high expectations and beliefs about all students' intellectual capabilities and creates a culture of inclusivity, equity, and accountability for learning. 		
1.2	Student Engagement	<p>Addresses the needs of English learners and socioeconomically disadvantaged students by providing:</p> <ul style="list-style-type: none"> • Instructional Assistants • Principal time-.60 FTE • Highly Qualified Teachers appropriately assigned <p>Cultivate learning processes and environments that foster deep engagement, intellectual development, and communication.</p> <ul style="list-style-type: none"> • Integrate student voice and choice in learning experiences. • Students take ownership of their learning to develop, test, and refine their thinking. • Students' classroom work embodies substantive intellectual engagement. • Engagement strategies capitalize and build upon students' academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. • Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in their learning experience. • Engagement strategies build on students' strengths and address the needs of English learners and socioeconomically disadvantaged students. 	\$112,934.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Dynamic Learning Experiences	<p>Engage all students in dynamic learning experiences that align with state standards and embrace competencies such as critical thinking and problem-solving that carry into other domains of life:</p> <ul style="list-style-type: none"> • Summer School - Highly qualified administrator to manage & oversee program • Summer School - Food Service Assistant to support with food service • Focus on strategic yearlong planning that informs units and daily lesson plans. • Utilize both standards-aligned curriculum and multi-disciplinary projects. • Lessons are intentionally linked to other lessons in support of students meeting standards. • Lessons are meaningful and relevant beyond the task at hand, and assist students in learning and applying transferable knowledge and skills. • Learning targets and criteria for success are clearly articulated, linked to standards, embedded in instruction, and understood by students. • Teaching points are based on the teacher's knowledge of students' learning needs in relation to the learning targets. • Create formative learning processes for all students with measurable learning targets. • Develop curricular activities that bridge in-class and online learning with real world applications. 		No
1.4	Curriculum and Pedagogy	<p>Showcase student learning, exhibitions/performances by providing necessary equipment and supplies.</p> <p>Adopt and integrate research-based curriculum and pedagogy that are tied to California State Standards and Framework which supports high student achievement and engagement.</p>	\$3,957.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Make decisions and utilize instructional approaches in ways that intentionally support his/her instructional purposes. • Instructional materials (e.g. texts, resources, etc.) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant. • Ensure that instructional materials and strategies are grounded in cultural competency and are geared toward creating an equitable school and classroom environment. • All English learners receive a comprehensive program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program designed to meet California State ELD standards. • Lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time. • Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking. • Utilize instructional strategies based on planned and/or in-the-moment decisions, to address individual learning needs. • Provide scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence. • Design professional development opportunities for certificated and classified staff to support curriculum and pedagogy implementation. 		
1.5	Assessment for Student Learning	Assessment cycles are continually utilized by educators and students to ensure learning activities lead to student success. Teachers use assessment results to modify curriculum and learning activities to address student needs.	\$2,411.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Administer ELPAC test to assess ELD level • Develop systems in which students assess their own learning and the work of their peers in relation to the learning target. • Create multiple assessment opportunities and expect all students to demonstrate learning. • Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student. • Use observable systems and routines for recording and using student assessment data. • Assessment criteria, methods, and purposes are transparent and match the learning target. • Apply formative assessment data to make in-the-moment instructional adjustments, to modify future lessons, and give targeted feedback to students. 		
1.6	Professional Learning	<p>Ensure every educator is highly effective and ever-developing in their role, and an active member of effective, collaborative teams that engage in future-focused professional learning:</p> <ul style="list-style-type: none"> • Include team building activities and norm development in professional development. • Provide professional learning on how to build a culture of trust in schools and classrooms. <p>Integrate professional development focused on virtual platforms, software, pedagogy, and curriculum within fluid learning environments.</p> <ul style="list-style-type: none"> • Acknowledge and utilize teachers' strengths. • Continue professional development opportunities on equity in education and ensuring all students have access to high-quality learning in a welcoming environment. • Highlight classrooms that employ formative learning practices. • Ground professional learning in student performance and formative learning. 	\$20,983.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Engage in professional learning experiences to develop district-wide guidelines for implementing research based formative learning practices. • Participate in cooperative teams and communities of practice to deepen student learning. • Focus on and utilize the Center for Educational Leadership’s 5 Dimensions of Teaching and Learning to inform daily practice, enhance learning opportunities, and encourage professional growth. • Create professional development for educators around global awareness and the future world of work • Engage in communities of practice to co-create evidence-based teaching practices to deepen student learning. • Emphasize the formative learning process for students and staff throughout POUSD classrooms, activities, and operations. • Director of Innovative Learning (allocation .07) • Teachers will participate in 1:1 meetings on Student Assessment Team Meetings (Site Based) to review EL data to inform instruction and provide goals for students. • Provide extra duty days (ie, develop curriculum that aligns with PBL) for teachers to collaborate in creating curriculum in meeting the needs of ELs and socioeconomically disadvantaged students. 		
1.7	Leadership Development	<p>Support leaders in building student-focused, growth- oriented, trust-based cultures where innovation and learning flourish.</p> <ul style="list-style-type: none"> • Develop, support, and acknowledge teacher leaders to build capacity. • Plan and schedule leadership retreats, meetings, and collaborative work sessions to focus on the Four -Dimensions of Instructional Leadership. 		No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Encourage leadership collaboration such as sharing ideas and resources, and analyzing school data. • Cultivate relationships to build trust-based culture. • Engage in reflection and formative learning cycles. 		
1.8	Family & Community Engagement	<p>Create opportunities to participate in a productive and ongoing, multi-directional dialogue to enhance home-school understanding, and support students' accessing future-forward education.</p> <ul style="list-style-type: none"> • Utilize online educational programs that reinforce and share student learning. • Involve families in family nights, games, surveys, interviews, and exhibitions. • Communicate student progress, achievements, and struggles through a variety of mediums. • Empower students to communicate their success, challenges, and growth through student led conferences. • Provide all families and the community with opportunities to engage with curriculum. <p>Provide frequent and clear communication between the school and the broader school community using Weebly Pro.</p>	\$100.00	Yes

Goal Analysis [2021-22]

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

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

This goal was carried out by beginning to implement the 3 year LCAP cycle such as implementing summer school, intervention materials, our math adoption and technology software. There were no substantive differences in the planned actions and actual implementation of actions. The following school year we will be implementing National Geographic materials to support our English Language Learners.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences between Budgeted Expenditures and Estimated Actual Expenditures were due to several reasons such as not fully implementing actions and/or estimated actuals were either more or less than budgeted.

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

At this point of time in the LCAP, it is too early to report if the specific actions were effective in making progress towards goal one due to COVID-19 pandemic and using year one as a baseline for the next two years.

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

There were no changes at this time made to the planned goal, metrics, desired outcomes, or actions for the coming year besides implementing National Geographic materials to support our English Language Learner students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Well-Being: Support the social-emotional and physical well-being of all and recognize each person's inherent value.

An explanation of why the LEA has developed this goal.

The goal was developed based on stakeholder input and ensuring state priorities are met. The Design Team developed this goal and actions based on stakeholder feedback. All of our stakeholders want to prioritize social-emotional support and physical well-being. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). The following priority areas align with the stakeholder value of a well rounded educational program: Priority 5 – Pupil Engagement, and Priority 6 – School Climate. If completed and achieved, the actions and metrics grouped together demonstrate all the component necessary for ensuring the healthy well-being of our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	Attendance Rate (1st 6 months of 2021-2022): PBL-90%, OA-99%, HS 98%	Aug. 2021- May. 2022: 43.15%			Achieve an attendance rate of 95%+
Chronic Absenteeism Rate	2019: 12%	Unavailable: No CA Dashboard update in 2021			Achieve Chronic Absenteeism rate of 10%-
Suspension Rate	2019: 2.4%	Unavailable: No CA Dashboard update in 2021			Decline by at least 0.3%, until 1% is reached.
Expulsion Rate	0%	0%			Maintain a 0% Expulsion Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% feel school is welcoming and friendly	N/A- My Voice Survey	My school creates a friendly environment: 97% (Youth Truth Survey Results- parent results)			<1% result on subsequent surveys

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Whole Child Nurturance	<p>Provide comprehensive student-centered programs that recognize each student’s inherent value, meet the wellness needs of students, and infuse social-emotional learning opportunities into daily experiences</p> <ul style="list-style-type: none"> • Actively seek to create equity-minded schools that recognize and welcome the diverse backgrounds of our students. • Develop a sense of community and belonging through active family engagement. • Provide a rich Multi-Tiered Systems of Support (MTSS) that addresses the needs of individual students. • Provide opportunities to celebrate our differences. • Provide counseling for all students as needed. • SEL curricula integrated in classroom • Encourage site-based focus on Restorative Practices • Assembling a district-wide committee focused on researching, creating, and implementing an improved food -service. • Creating opportunities for students to drive their own learning around fitness and nutrition. • Support teachers in integrating nutrition and exercise learning into classroom curricula <p>Highly qualified counselor (.40 FTE) will provide counseling on personal and group basis to unduplicated pupils.</p>	\$45,213.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Lifelong Wellness	<p>Provide opportunities and experiences for staff to understand and support their own and each other's social, emotional, and physical wellness.</p> <ul style="list-style-type: none"> • Create opportunities for staff to engage in healthy activities and develop a growth mindset. • Support a healthy and balanced lifestyle. • Incorporate mindfulness and community-building activities into professional development and other site activities. • Leverage meetings and day to day connections to build relationships and trust. 		
2.3	Tools for Families	<p>Enhance educational opportunities for all families by providing them with tools and strategies for addressing their student's emotional, social, and physical needs.</p> <ul style="list-style-type: none"> • Develop a warm and welcoming school environment where families feel welcome. • Foster ongoing relationships between families and schools. • Strive to cultivate open lines of communication between families and schools. • Create and communicate a comprehensive list of district, school, and community resources. • Develop a series of Parent Education Evenings (district wide): parenting, nutrition, MTSS, Parent University. • Provide various opportunities, at different times of the day, for parents to participate in school activities. 		
2.4	Safe Environment	Custodial staff will establish and maintain a physically safe environment.	\$48,165.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Cultivate a mindset of shared responsibility for school safety among all stakeholders. • Prioritize and upgrade our facilities plan for older campuses to develop safer and more engaging learning environments. • Restructure facility operations to develop a more cohesive and streamlined School Safety Plan. • Communicate School Safety Plan, practice steps outlined in plan, and follow procedures as developed. 		

Goal Analysis [2021-22]

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

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

This goal was carried out by beginning to implement the 3 year LCAP cycle such as working towards equity minded, using SEL curriculum and maintaining a safe environment through our supervision and custodial/maintenance staff.
There were no substantive differences in the planned actions and actual implementation of the actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences between Budgeted Expenditures and Estimated Actual Expenditures were due to several reasons such as not fully implementing actions and/or estimated actuals were either more or less than budgeted.

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

At this point of time in the LCAP, it is too early to report if the specific actions were effective in making progress towards goal two due to COVID-19.

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

There were minimal changes at this time made to the planned goal, metrics, desired outcomes, or actions for the coming year. One of the metrics we are now using the Youth Truth Survey instead of the My Voice Survey. The new question from families is: My school creates a friendly environment. We are working on making progress on that question through our equity work.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Community: Strengthen our community by embracing change and cultivating a growth mindset.

An explanation of why the LEA has developed this goal.

The goal was developed based on stakeholder input and ensuring state priorities are met. The Design Team developed this goal and actions based on stakeholder feedback. All of our stakeholders wanted to prioritize strengthening our community. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). The following priority areas align with the stakeholder value community: Priority 3 – Parent Engagement, Priority 5 – Pupil Engagement, and Priority 6 – School Climate. If completed and achieved, the actions and metrics grouped together demonstrate all the component necessary for ensuring a school culture beneficial to our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement (Local Indicator)	"Met" (see local indicators for detailed report)	Baseline: Youth Truth Survey: 7th-8th: 64% Family Engagement 9th-12th: 65% Family Engagement			Exceed 64% rating on survey for % of students who are engaged with the school community
% of staff who feel like a valued member of school community	91%	Baseline: Youth Truth Survey: 7th-8th: 55% Student Engagement 9th-12th: 65% Student Engagement			Exceed 65% rating on survey for % of students who are engaged with the school community

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of staff who feel PD is important to educational growth	82%	Baseline: Youth Truth Survey: 7th-8th: 71% Student Belonging and Peer Collaboration 9th-12th: 61% Student Belonging and Peer Collaboration			Exceed 71% rating on survey for % of students who feel belonging in their school community
% of staff work in a collaborative manner	91%	Baseline: Youth Truth Survey: 100% Staff Engaged			Maintain 100% rating on survey for % of staff who are engaged with the school community
% of students have access to a technology device	100%	100%			Maintain 100% regarding % of students have access to a technology device

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Partnerships	<p>Enhance learning opportunities for students through community partnerships to learn about their world and serve as active participants in their community:</p> <ul style="list-style-type: none"> • Transportation (school buses) will be provided for students during off-campus community learning events. • Food/refreshments will be provided during evening Community Forums and Parent Workshops. • Expand partnerships with community agencies for social-emotional needs in all schools, civic engagement, and future focused world experiences. 	\$540.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Integrate civic-minded, future-focused and globally-pertinent activities and projects within our curricula. • Enhance curricular learning by connecting students to our broader community. • Provide opportunities for civic involvement and volunteerism at every age. • Invite community members to become involved in our school community. • Leverage community partnerships (e.g. Sonoma County Office of Education) to create stronger school:career connections. 		
3.2	After School Engagement	<p>Offer engaging and age appropriate enrichment opportunities outside of regular school hours.</p> <ul style="list-style-type: none"> • Expand after school engagement activities such as assemblies, sports programs, and robotics • Offer after school tutoring opportunities • Create and communicate a comprehensive list of district, school, and community resources of after-school enrichment activities. • Coordinate with community organizations and families to increase access to a variety of extracurricular activities. 		
3.3	Technology	<p>Acquire, maintain, and utilize current technology to increase communication between schools and community, and to improve educational opportunities for students.</p> <ul style="list-style-type: none"> • Build and maintain technology infrastructure that is reliable and meets the demands of 21st Century technology. • Develop a sustained and reliable social media and website presence. 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Provide technology training for teachers and classified staff, particularly around distance learning, technology skills, and online education programs. • Incorporate digital citizenship and technology fluency skills into curricula based on technology standards. • Implement multiple software programs that enhance student learning. • Leverage distance learning. 		
3.4	School Culture	<p>Co-create a culture of open-hearted and open-minded listening that generates a compassionate and courageous community oriented toward collective action and shared responsibility.</p> <p>Build trust through transparency and honesty.</p> <ul style="list-style-type: none"> • Establish open and direct lines of communication between families and schools, site and district staff, and students and teachers. • Develop a culture that assumes positive intent, particularly when working through difficult situations. • Promote a growth mindset. • Provide professional learning on how to build a culture of trust in schools and classrooms. • Provide opportunities to build relationships through sharing of newsletters, celebrations of staff, and community celebrations. <p>Utilize Youth Truth Surveys to elicit parents' and students' feedback and input.</p> <p>Nurse contracted through SCOE</p>	\$4,068.00	Yes

Goal Analysis [2021-22]

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

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

This goal was carried out by beginning to implement the 3 year LCAP cycle such as improving our district and all school site websites, purchasing multiple software licenses to aid in student learning and conducting the Youth Truth Survey. There were no substantive differences in the planned actions and actual implementation of the actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences between Budgeted Expenditures and Estimated Actual Expenditures were due to several reasons such as not fully implementing actions and/or estimated actuals were either more or less than budgeted.

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

At this point of time in the LCAP, it is too early to report if the specific actions were effective in making progress towards goal three due to COVID-19.

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

There were no changes made to the planned goal. However, there were changes made to the metrics and desired outcomes due to a different survey being used. We no longer are using My Voice Survey rather we are now using the county wide YouthTruth Survey results thus, resulting in different metrics and desired outcomes. The new metrics are based on the categories of engagement with students, families, staff and how students are feeling about belonging in their school community. We are using this year as a baseline due to the new survey and will work on increasing the percentages in the next few years based on our equity work.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
107210	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.02%	0.00%	\$0.00	9.02%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

PRINCIPALLY DIRECTED TO SERVE ENGLISH LEARNERS

Needs, Conditions, Circumstances: (no CA Dashboard Data available for 2020 or 2021)

- 16% of our school community are English Language Learners (19 students)
- 91% of the English Learners have a primary language of Spanish.
- 80% of English Learners are making progress towards English Language Proficiency according to the CA 2019 Dashboard.
- 4 out of 17 English Learners were considered LTEL (Long Term English Learner) in 2019-2020.
- We reclassified (RFEP's) 2 students in 2020-2021 and 1 student in 2021-2022.
- We want to increase the educational outcomes and opportunities of our English Learners

Actions

- Professional development to support providing designated and integrated ELD and to identify and implement a core set of practices based on our curriculum.
- Provide Supplemental Materials and Educational Software
- Provide Materials for Newcomer Support

- Targeted 1:1 teacher meetings with administration to analyze data and create targeted goals

Expected Outcomes

- Maintain a low number of LTEL students (Long Term English Learner)
- At least 65% of students are making making progress on the ELPAC as determined by the "English Learner Progress Indicator"
- Increase in the percent of English Language Learner students who are considered "proficient" according to STAR Reading

PRINCIPALLY DIRECTED TO SERVE LOW-INCOME AND FOSTER YOUTH STUDENTS

Needs, Conditions, Circumstances: (no CA Dashboard Data available for 2020 or 2021)

- The demographics of our school community are: 46% low-income (50 students), 0% Foster Youth (0 students)
- On the 2019 CA Dashboard the percent of low-income students suspended decreased by 3.2%
- Low-income students were disproportionately impacted by COVID-19
- Low-income students have additional needs related to health and wellness, nutrition, social-emotional wellbeing, and academic support.

Actions

- Provide counseling services: social-emotional, behavioral, self- regulation, and positive social relationships.
- Provide multiple tiers of intervention (academic, behavioral). and Professional development for targeted instruction to build proficiency in CCSS and MTSS support for students who need interventions in academics, emotional and/or behavioral.
- Ensure students have access to technology to develop digital literacy and academic support
- Provide Supplemental Materials/Software
- Targeted 1:1 teacher meetings with administration to analyze data and create targeted goals

Expected Outcomes

- Low-income students maintain an attendance rate of 96% or above.
- Increase in the percent of low-income students who are considered "proficient" according to STAR Reading

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

Northwest Prep is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, EL and foster youth at the school site, and ensuring that funds are spent to benefit these subgroups of students. Based on staff and stakeholder

feedback and research on effective practices we are implementing more than 10 LCAP Action/Services to improve services for the low income, English learner and foster youth including using a portion of the LCFF Supplemental dollars for site allocations based on the number of unduplicated youth served to allow sites to implement site specific solutions based on unique site needs, and site stakeholder input.

The services for foster youth, low-income and EL students has increased in quality as demonstrated by the following data points (please note that due to the small school some of subgroups show on the dashboard as not numerically significant to provide performance data):

On the 2019 CA Dashboard: (no CA Dashboard Data available for 2020 or 2021)

- 80% of English learners are making progress towards English Language Proficiency (which is considered "Very High" and well above the state average of 48%)
- On the 2019 CA Dashboard the percent of low-income students suspended decreased by 3.2%

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:143	n/a
Staff-to-student ratio of certificated staff providing direct services to students	1:20	n/a

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$796,401.00	\$3,957.00			\$800,358.00	\$795,761.00	\$4,597.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Classroom Environment & Culture	All	\$561,987.00				\$561,987.00
1	1.2	Student Engagement	English Learners	\$112,934.00				\$112,934.00
1	1.3	Dynamic Learning Experiences	All					
1	1.4	Curriculum and Pedagogy	All		\$3,957.00			\$3,957.00
1	1.5	Assessment for Student Learning	English Learners	\$2,411.00				\$2,411.00
1	1.6	Professional Learning	English Learners Low Income	\$20,983.00				\$20,983.00
1	1.7	Leadership Development	All					
1	1.8	Family & Community Engagement	English Learners Foster Youth Low Income	\$100.00				\$100.00
2	2.1	Whole Child Nurturance	English Learners Foster Youth Low Income	\$45,213.00				\$45,213.00
2	2.2	Lifelong Wellness						
2	2.3	Tools for Families						
2	2.4	Safe Environment	All	\$48,165.00				\$48,165.00
3	3.1	Community Partnerships	All	\$540.00				\$540.00
3	3.2	After School Engagement						
3	3.3	Technology						

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.4	School Culture	English Learners Foster Youth Low Income	\$4,068.00				\$4,068.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1188846	107210	9.02%	0.00%	9.02%	\$185,709.00	0.00%	15.62 %	Total:	\$185,709.00
								LEA-wide Total:	\$185,709.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Student Engagement	Yes	LEA-wide	English Learners	All Schools	\$112,934.00	
1	1.5	Assessment for Student Learning	Yes	LEA-wide	English Learners	All Schools	\$2,411.00	
1	1.6	Professional Learning	Yes	LEA-wide	English Learners Low Income	All Schools	\$20,983.00	
1	1.8	Family & Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100.00	
2	2.1	Whole Child Nurturance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,213.00	
3	3.4	School Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,068.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$579,278.00	\$760,741.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Classroom Environment & Culture	No	\$407,784.00	535784
1	1.2	Student Engagement	Yes	\$77,874.00	110935
1	1.3	Dynamic Learning Experiences	No	\$3,000.00	3516
1	1.4	Curriculum and Pedagogy	No	\$4,606.00	2106
1	1.5	Assessment for Student Learning	Yes	\$250.00	2135
1	1.6	Professional Learning	Yes	\$10,750.00	10659
1	1.7	Leadership Development	No		0
1	1.8	Family & Community Engagement	Yes	\$100.00	0
2	2.1	Whole Child Nurture	Yes	\$43,566.00	43183
2	2.2	Lifelong Wellness			0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Tools for Families			0
2	2.4	Safe Environment	No	\$29,948.00	48162
3	3.1	Community Partnerships	No	\$1,000.00	539
3	3.2	After School Engagement			0
3	3.3	Technology			0
3	3.4	School Culture	Yes	\$400.00	3722

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
113193	\$132,940.00	\$161,349.00	(\$28,409.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Student Engagement	Yes	\$77,874.00	101651	0	0
1	1.5	Assessment for Student Learning	Yes	\$250.00	2136	0	0
1	1.6	Professional Learning	Yes	\$10,750.00	10659	0	0
1	1.8	Family & Community Engagement	Yes	\$100.00	0	0	0
2	2.1	Whole Child Nurture	Yes	\$43,566.00	43182	0	0
3	3.4	School Culture	Yes	\$400.00	3721	0	0

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1233303	113193	0	9.18%	\$161,349.00	0.00%	13.08%	\$0.00	0.00%

Agenda Item Summary

Action Item: **16.16 Approval of 2022-2023 Budget Development and Operations Calendar**

Regular Meeting of: June 8, 2022

Action Item

Report Format: Oral

Attachment: Budget Calendar

Presented by: Kay Vang, CBO

Background

Annually, the Governing Board reviews the District's Budget Development and Operations Calendar.

Issue(s)

Plan/Discussion/Detail

The Board should review and discuss the expectations of the timelines presented in this calendar.

Fiscal Impact

None

Options

Recommendation

Approve as is or give further direction to staff.

Piner-Olivet Union School District
2022-2023 Budget Development and Operations Calendar
 Board Adopted: June 8, 2022

DATE	ACTIVITY	Whose Responsibility		PURPOSE
		Prepares and/or Presents	Discusses and/or Approves	
Within 45 days of State Budget Adoption	Budget updates	CBO	School Board adopts	Update of financial status as required by State
September meeting	Approve resolution for Adopting the GANN Limit	CBO	School Board to approve	Comply with California Constitution Article XIII B (Added by Prop. 4)
September meeting	Hold public hearing regarding the sufficiency of instructional materials	Director of Innovative Learning	School Board to hold public hearing	Comply with Ed Code 60119
September meeting	Review final unaudited actuals from prior year budget	CBO	School Board to review any discrepancies between current year budget and prior year budget	Ending balance is no longer estimated, will know true numbers
September meeting	Review updated schools' Comprehensive Safety Plans	Superintendent Site Admin.	School Board to review and adopt	Update of Comprehensive Safety Plans by March 1 st as required by law
September	Review GASB 75 Actuarial Report – must be updated every two years	CBO	CBO to review and have report renewed if needed	Comply with GASB 75 requirement
September	Review Asbestos Management Plan – must have re-inspection every three years	CBO	CBO to review and have inspection completed if needed	Comply with AHERA regulations
October meeting	Adopt resolution regarding the sufficiency of instructional materials	N/A	School Board to adopt resolution	Comply with Ed Code 60119
October meeting	Review progress towards goals outlined in LCAPs	Superintendent Site Admin.	School Board Superintendent	Update Board on progress toward LCAP goals
October meeting	Review status of prior year summer maintenance/construction projects	CBO (Supervisor of M/O)	CBO School Board	Review the maintenance/construction projects from the prior summer
October	Annual progress report for prior year and updated plan for current year for Title I, GATE, and ELL Programs presented to Site Councils	Superintendent Site Admin	Superintendent or Designee Site Councils	Give information to Site Council to be used in updating Single Plans for Student Achievement
October	School Site Councils have two meetings to revise Single Plan for Student Achievement District Office Staff review Single Plans for Student Achievement and return to Site Councils with suggested changes	Site Councils Superintendent Site Admin	Site Councils Superintendent or Designee	Update Single Plans for Student Achievement to concur with revised District Areas of Focus
November	Report out to LCAP stakeholders – prior year progress made toward LCAP goals Begin LCAP revision process	Superintendent Site Admin LCAP Stakeholders	Superintendent or Designee	Comply with State laws regarding LCAP
November meeting	School Site Councils present revised Single Plan for Student Achievement, include updated budget for current year, annual progress report for prior year	Superintendent Site Admin. CBO (Budget info to Site Admin only)	School Board to approve or request modifications	Updated Single Plans for Student Achievement approved in a timely manner so that staff can begin working on achieving District Areas of Focus <i>and LCAP goals</i>
November meeting	Review new programs approved by State for current year budget if applicable	Superintendent CBO	Superintendent and CBO to approve expenditure procedures for each new program	Give direction to staff and site councils
November	Review Developer Fee Justification Report – must be updated every five years	CBO	CBO to review and have report renewed if needed	Comply with developer fee regulations
December	Continue stakeholder engagement and LCAP revision process	Superintendent Site Admin LCAP Stakeholders	Superintendent or Designee	Comply with State laws regarding LCAP that LCAP revision is an ongoing process
December meeting	1 st Interim Financial Report and budget updates for current year budget for District and all charter schools	CBO	School Board to adopt	Update of financial status as required by State and monitor financial status of charter schools
January meeting	Audit Report and audit findings corrections reviewed	CBO	School Board to accept audit report and approve audit findings corrections, if any	Comply with law regarding annual audit

January & February	Continue stakeholder engagement and LCAP revision process	Superintendent Site Admin/LCAP Stakeholders	Superintendent or Designee LCAP Stakeholders	Comply with State laws regarding LCAP that LCAP revision is an ongoing process
January meeting	Begin discussion of summer maintenance/construction projects	CBO (Supervisor of M/O)	CBO School Board	Begin to determine summer projects, funding for projects, bid timelines if needed
February meeting	Report to Board on LCAP engagement and revision process	Superintendent Site Admin	Superintendent School Board	Continue with LCAP engagement and revision process
February meeting	Continue discussion of summer maintenance/construction projects	CBO (Supervisor of M/O)	CBO School Board	Continue to determine summer projects, funding for projects, bid timelines if needed
March meeting	2nd Interim Financial Report and budget updates for current year budget for District and all charters	CBO	School Board to adopt	Update of financial status as required by State and monitor financial status of charter schools
March meeting	Review preliminary budget for next budget year for District and all charters to check for alignment with LCAPs	Superintendent Site Admin CBO	School Board and Stakeholders begin process of aligning budgets to LCAPs	Begin to match budget expenditures to LCAPs and District Areas of Focus
April	Finalize LCAP work with stakeholders Respond to LCAP comments in writing	Superintendent Site Admin	Superintendent or Designee Stakeholders	Complete work with LCAP stakeholders so that LCAP can be finalized for public hearing at May meeting Comply with LCAP law regarding responding to comments in writing
April meeting	Continue to review preliminary budget for next budget year for District and all charters	Superintendent Site Admin CBO	School Board and Stakeholders continue process of aligning budgets to LCAPs	Continue work aligning budgets to LCAPs and District Areas of Focus
April meeting	Finalize discussion of summer maintenance/construction projects	CBO (Supervisor of M/O)	CBO School Board	Review summer projects, funding for projects, and approve bids if available.
April/May	Annual reports from School-Connected Organizations	Site Admin. School-Connected Org	School Board to review and approve requests for recognition as School- Connected Organizations	Comply with Board Policy 1230
May	School Site Councils develop budget and preliminary revisions to Single Plan for Student Achievement, include staff development plans and support services District Office Staff review SPSA and return to Site Councils with suggested changes	Superintendent Site Councils	Site Councils Superintendent or Designee	Plan for next year and prepare to give input to Governing Board early enough to be incorporated into the District LCAP and budget
May meeting	Adopt resolution allowing year end budget updates	N/A	School Board	Comply with Ed Code allowing Board resolution authorizing year end budget updates
June – 1st meeting	Public Hearing on LCAP and draft budget Approve Budget Development and Operations Calendar for budget year	Superintendent Site Admin CBO	School Board and stakeholders to review LCAP and draft budget at public hearing	Comply with laws regarding LCAP and budget public hearing – must be held at a meeting prior to the meeting at which the LCAP and budget are adopted
June – 1 st meeting	Review report of summer maintenance/construction projects	CBO (Supervisor of M/O)	CBO School Board	Review summer projects, funding for projects, and approve bids if needed
June – 1 st meeting	Adopt Resolution for negative cash balances if needed	CBO	School Board to adopt resolution if needed	Resolution must be adopted and submitted to SCOE by mid-June
June – 2 nd meeting	Adopt LCAP and final budget for next budget year for District and all charters	N/A	School Board to adopt LCAP and final budget	Final LCAP and budget must be adopted by July 1
August	Resolution Esigning the District's Agent for Non-State due by August 2023			
August	Resolution POUUSD, State of California, Adoption of Conflict of Interest Code due by August 2022			

PINER-OLIVET UNION SCHOOL DISTRICT
3450 COFFEY LANE
SANTA ROSA, CA 95403
REGULAR MEETING – GOVERNING BOARD MINUTES
May 11, 2022

1. CALL TO ORDER

The regular meeting of the Governing Board of the Piner-Olivet Union School District was called to order at 4:35 p.m., Wednesday, May 11, 2021, conducted remotely as a Zoom meeting ID 89303207043 President, Mardi Hinton, presided.

2. ROLL CALL

Governing Board

Mardi Hinton, President PRESENT
Cindy Pryor, Vice-President PRESENT
Janae Franicevic, Clerk PRESENT
Tony Roehrick, Ed.D., Member PRESENT
Toni Smith, PRESENT

Staff

Dr. Steve Charbonneau, Superintendent and
Secretary to the Board
Dr. Kay Vang, Chief Business Official
Cathy Manno, Executive Assistant

3. PUBLIC COMMENT ON CLOSED SESSION AGENDA

Ms. Hinton announced that items to be discussed in Closed Session were issues regarding personnel and collective bargaining. The following individuals addressed the Board during the time for public comment on the closed session agenda: Mr. Potter, Ms. Henry, Ms. Lemieux.

4. ADJOURNMENT TO CLOSED SESSION

The meeting adjourned to Closed Session at 4:45 p.m.

5. CLOSED SESSION

5.1 With respect to every item of business discussed in closed session pursuant to Gov. Code Section 54957:

5.1.1 PUBLIC EMPLOYMENT DISCIPLINE/DISMISSAL/RELEASE

(No additional information required)

5.1.2 PUBLIC EMPLOYMENT-EMPLOYMENT/APPOINTMENT

Title: Teacher, Principal

5.1.3 PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: Superintendent

5.2 With respect to every item of business discussed in closed session pursuant to Gov. Code Section 54957.6:

5.2.1 CONFERENCE WITH LABOR NEGOTIATOR

Name of Agency Negotiator: Dr. Steve Charbonneau

Name of organization representing employees: Piner-Olivet Educators' Association, CTA Affiliate

5.2.2 CONFERENCE WITH LABOR NEGOTIATOR

Name of Agency Negotiator: Dr. Steve Charbonneau

Name of organization representing employees: Piner-Olivet Classified Association, CSEA Affiliate

5.2.3 CONFERENCE WITH LABOR NEGOTIATOR

Name of Agency Negotiator: Dr. Steve Charbonneau

Name of organization unrepresented employees: Confidential, Supervisory, Administrative Staff

6. RECONVENE TO PUBLIC MEETING

The meeting reconvened to Open Session at 6:41p.m.

7. REPORT OF CLOSED SESSION ACTION, IF ANY

Ms. Hinton reported that direction was given to the negotiating team regarding negotiations. Ms. Hinton commented during Closed Session the Board unanimously approved a leave of absence.

8. FLAG SALUTE (Suspended during virtual meetings)

9. A.GENDA MODIFICATIONS

There were none.

10. COMMUNICATIONS, PETITIONS AND DELEGATIONS

There was no public comment.

11. COMMENTS FROM THE GOVERNING BOARD

There were none.

12. RECOGNITION OF EXCELLENCE

Holly Miller, Deborah Berry, Lynn Matteoli, Donna LeCave, Lynn Garlock, Will Hart and Kathy Harris were recognized for their years of services with Piner-Olivet Union School District and wished a Happy Retirement.

13. SUPERINTENDENT’S REPORT

13.1 Announcements

Dr. Charbonneau thanked all staff members and Trustees for all that they do for our students.

14. ASSOCIATION REPORTS

14.1 POEA

The Association updated the Board on their recent activities.

14.2 POCA

There was no Association report.

15. BOARD POLICIES

There were none.

16. DISCUSSION/INFORMATION ITEMS

16.1 Enrollment Study

Dr. Charbonneau commented that due to a scheduling conflict, the representation from Kings Consulting was unable to attend the meeting tonight to present the enrollment study. Dr. Charbonneau commented that the results from the enrollment study indicated an additional TK class.

16.2 Celebration of Student Academic Growth 2021-22

Dr. Rasori gave highlights on student academic growth for 2021-2022 school year.

17. ACTION ITEMS

17.1 Approval of Authorization as a School-Connected Organization for Olivet Families

Olivet Families was approved as School-Connected Organization on the motion of Ms. Franicevic, seconded by Ms. Smith, all aye.

Roll call vote: Ms. Franicevic- aye, Ms. Hinton – aye, Ms. Pryor- aye, Dr. Roehrick – aye, Ms. Smith – aye

17.2 Approval of Authorization as a School-Connected Organization for Schaefer Families

Schaefer Families was approved as School-Connected Organization on the motion of Ms. Franicevic, seconded by Ms. Smith, all aye.

Roll call vote: Ms. Franicevic- aye, Ms. Hinton – aye, Ms. Pryor- aye, Dr. Roehrick – aye, Ms. Smith – aye

17.3 Approval of Authorization as a School-Connected Organization for Jack London Families

Jack London Families was approved as School-Connected Organization on the motion of Ms. Franicevic, seconded by Ms. Smith, all aye.

Roll call vote: Ms. Franicevic- aye, Ms. Hinton – aye, Ms. Pryor- aye, Dr. Roehrick – aye, Ms. Smith – aye

17.4 Approval of Authorization as a School-Connected Organization for Piner-Olivet Charter Parent Club

Piner-Olivet Charter Parent Club was approved as School-Connected Organization on the motion of Ms. Franicevic, seconded by Ms. Smith, all aye.

Roll call vote: Ms. Franicevic- aye, Ms. Hinton – aye, Ms. Pryor- aye, Dr. Roehrick – aye, Ms. Smith – aye

17.5 Approval of Authorization as a School-Connected Organization for Northwest Prep Parent-Teacher-Student Organization

Northwest Prep Parent-Teacher-Student Organization was approved as School-Connected Organization on the motion of Ms. Franicevic, seconded by Ms. Smith, all aye.

Roll call vote: Ms. Franicevic- aye, Ms. Hinton – aye, Ms. Pryor- aye, Dr. Roehrick – aye, Ms. Smith – aye

17.6 Approval of Authorization as a School-Connected Organization for Piner-Olivet Educational Foundation

Piner-Olivet Educational Foundation as School-Connected Organization was approved on the motion of Ms. Franicevic, seconded by Ms. Smith, all aye.

Roll call vote: Ms. Franicevic- aye, Ms. Hinton – aye, Ms. Pryor- aye, Dr. Roehrick – aye, Ms. Smith – aye

17.7 Approval of Expanded Learning Opportunities Program Plans for Jack London Elementary School, Olivet Elementary Charter School, Schaefer Charter School

The Expanded Learning Opportunities Program Plans for Jack London Elementary School, Olivet Elementary Charter School, Schaefer Charter School were approved as presented on the motion of Ms. Franicevic and seconded by, Ms. Smith, all aye.
Roll call vote: Ms. Franicevic- aye, Ms. Hinton – aye, Ms. Pryor- aye, Dr. Roehrick – aye, Ms. Smith – aye

18. CONSENT ITEMS

The following consent items were approved with on the motion of Dr. Roehrick, seconded by Ms. Smith, all aye.

Roll call vote: Ms. Franicevic- aye, Ms. Hinton – aye, Ms. Pryor- aye, Dr. Roehrick – aye, Ms. Smith – aye

- 18.1 The minutes of the regular Board meeting held April 13, 2022,
- 18.2 The Personnel Action Report,
- 18.3 The vendor warrants, and
- 18.4 The Routine Budget Updates
- 18.5 The Bond Change Order for Site Olivet Elementary Charter School, (Proposal # 1-7-23096), POUUSD Various Sites Marquee Signs (Proposal # 1-7-23012) Site NWP Charter (Proposal# 1-7-23022),
- 18.6 The Developer Fee
- 18.7 The Swimming Field Trip for Piner-Olivet Charter School 7th & 8th Grades Field Trip to Wikiup Tennis & Swim Club on May 16, 2022,
- 18.8 The SMAA Interagency Agreement 2022,
- 18.9 The Confidential Salary Schedule
- 18.10 The Swimming Field Trip for Piner-Olivet Charter School 7th & 8th Grades Field Trip to Wikiup Tennis & Swim Club on September 9, 2022, and
- 18.11 The Contract Agreement between SRCS and POUUSD for Vended Meal Services from June 3, 2022, through August 10, 2022.

19. ROUND TABLE COMMENTS FROM THE GOVERNING BOARD

The Governing Board members thanked the retirees for their years of service and wished them all a happy retirement.

20. DATES AND FUTURE AGENDA ITEMS

- 20.1 The next regular board meeting June 8, 2022
- 20.2 Next Special Board Meeting – June 22, 2022

21. PUBLIC COMMENT ON CLOSED SESSION

There was no Closed Session.

22. RECESS TO CLOSED SESSION

23. RECONVENE TO PUBLIC MEETING

24. REPORT OF CLOSED SESSION ACTION NOT ON THE ACTION AGENDA

25. ADJOURNMENT

The meeting adjourned at 7:58 p.m.

Respectfully submitted,

APPROVED:

Dr. Steve Charbonneau
Secretary to the Board

Janae Franicevic, Clerk of the Board

**PINER-OLIVET UNION SCHOOL DISTRICT
3450 COFFEY LANE
SANTA ROSA, CA 95403
SPECIAL MEETING – GOVERNING BOARD MINUTES
May 19, 2022**

1. CALL TO ORDER

The special meeting of the Governing Board of the Piner-Olivet Union School District was called to order at 6:30 p.m., Thursday, May 19, 2022, conducted remotely as a Zoom meeting ID 98358811394, President, Mardi Hinton, presided.

2. ROLL CALL

Governing Board

Mardi Hinton, President PRESENT
Cindy Pryor, Vice-President ABSENT
Janae Franicevic, Clerk PRESENT
Toni Smith, Member PRESENT
Tony Roehrick, Ed.D., Member PRESENT

Staff

Dr. Steve Charbonneau, Superintendent and
Secretary to the Board
Dr. Kay Vang, Chief Business Official
Cathy Manno, Executive Secretary

3. PUBLIC COMMENT ON CLOSED SESSION AGENDA

There were no comments.

4. ADJOURNMENT TO CLOSED SESSION

The meeting adjourned to Closed Session at 6:32 p.m.

5. CLOSED SESSION

5.1 With respect to every item of business discussed in closed session pursuant to Gov. Code Section 54957:

5.1.1 PUBLIC EMPLOYMENT DISCIPLINE/DISMISSAL/RELEASE

(No additional information required)

5.1.2 PUBLIC EMPLOYMENT-EMPLOYMENT/APPOINTMENT

Title: None

5.1.3 PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: Superintendent

5.2 With respect to every item of business discussed in closed session pursuant to Gov. Code Section 54957.6:

5.2.1 CONFERENCE WITH LABOR NEGOTIATOR

Name of Agency Negotiator: Dr. Steve Charbonneau

Name of organization representing employees: Piner-Olivet Educators' Association, CTA Affiliate

5.2.2 CONFERENCE WITH LABOR NEGOTIATOR

Name of Agency Negotiator: Dr. Steve Charbonneau

Name of organization representing employees: Piner-Olivet Classified Association, CSEA Affiliate

5.2.3 CONFERENCE WITH LABOR NEGOTIATOR

Name of Agency Negotiator: Dr. Steve Charbonneau

Name of organization unrepresented employees: Confidential, Supervisory, Administrative Staff

6. RECONVENE TO PUBLIC MEETING

The meeting reconvened to Open Session at 7:58 p.m.

7. REPORT OF CLOSED SESSION ACTION, IF ANY

Ms. Hinton reported that no action was taken in Closed Session.

8. ADJOURNMENT

The meeting adjourned at 8:00 p.m.

Respectfully submitted,

APPROVED:

Dr. Steve Charbonneau
Secretary to the Board

Janae Franicevic, Clerk of the Board

Piner-Olivet Union School District					PERSONNEL ACTION REPORT			
TO: Board of Trustees					Meeting of: June 8, 2022			
Name	Assignment	Salary	Funding Source	Effective	Type of Appointment	Information Assignment	Recommendation	Cost of Budget
Miller, Holly	Teacher	Step 23	General ED	6/2/2022	Retire	Olivet	Acknowledge	
Jordan Zavala	Teacher	Step 3	General ED	6/2/2022	Non re-elect	NWP	Acknowledge	
Aaron Shreve	Teacher	Step 11	General ED	8/8/2022	New Hire	NWP	Acknowledge	
Maria Torres Ventura	PAII/Traffic/Yard/Health Tech	Step 1	General ED	5/23/2022	New Hire	JL	Acknowledge	
Tessa Burns	District Nurse	Step 11	General ED	8/8/2022	New Hire	DO	Acknowledge	
Ressegue, Amanda	Teacher	Step 6	General ED	6/2/2022	Resign	Olivet	Acknowledge	

VENDOR WARRANTS

Checks Dated 05/01/2022 through 05/30/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1894471	05/04/2022	McCorkell, Laura M	01-4313	Red Folder stale chk#1848062 re-issue		400.00
1894472	05/04/2022	Cruz Sanchez, Ana B	01-3402	Ortho Reimbursement AC		500.00
1894473	05/04/2022	Art & Soul Music Studios	09-5830	music lesson-NWP		700.00
1894474	05/04/2022	AT&T Mobility	01-5900	Mobile phone for maint supervisor		92.76
1894475	05/04/2022	City Of Santa Rosa	05-5530	City Water Acct# 026852 2021 - 2022 SCH		1,077.02
1894476	05/04/2022	Clover Stornetta Farms Inc	13-4700	District wide milk 2021-2022		297.00
1894477	05/04/2022	California's Valued Trust	01-9574	Dental Coverage for May 2022	9,004.80	
			01-9575	Vison Coverage for May 2022	2,406.72	11,411.52
1894478	05/04/2022	Debra Ann Groff	01-5830	Psycho Ed Assessment		2,340.00
1894479	05/04/2022	Office Depot	04-4310	teacher supplies	25.99	
			05-4350	Office/school wide supply-POCS	52.29	
			07-4310	Classroom Supply-POCS	56.13	
			07-4311	Office Supply-POCS	67.98	
			09-4310	Teacher/classroom-NWP	148.07	350.46
1894480	05/04/2022	The Standard Insurance Co.	01-9576	Coverage for April 2022		172.74
1895377	05/06/2022	McDonough, Janet M	07-4310	Donuts-Perfect Attendance		48.84
1895378	05/06/2022	Beck, Terry D	01-4313	Stale Check#1848033 re-issue Red Folder 21/22		200.00
1895379	05/06/2022	Rostel, Drue E	05-4313	Stale Check#1848045 re-issue Red Folder 21/22		300.00
1895380	05/06/2022	Rasori, Tina	01-4390	Teacher Appreciation Week		352.74
1895381	05/06/2022	All City Management Servcs Inc	01-5880	crossing guard 21/22	769.86	
			05-5880	crossing guard 21/22	769.86	
			07-5880	crossing guard 21/22	769.86	
			09-5880	crossing guard 21/22	769.86	3,079.44
1895382	05/06/2022	CASBO	01-5300	CASBO Organizational Subscription		1,750.00
1895383	05/06/2022	Clover Stornetta Farms Inc	13-4700	District wide milk 21/22		580.00
1895384	05/06/2022	D & S Awards, LLC	01-5880	Retirement Clocks		668.61
1895385	05/06/2022	Fagen Friedman & Fulfroest LLP	01-5823	Mandated costs-Collective bargaining and other labor matters		7,347.50
1895386	05/06/2022	Friedman's Home Improvement	01-4380	Credit maint supply-Olivet	23.20-	
				Maint supply-Olivet	37.81	14.61
1895387	05/06/2022	Gene Richman	01-5830	Art/SEL Workshop		1,500.00
1895388	05/06/2022	KYOCERA Document Solutions Northern California, Inc	01-5632	Printer maint contract- Jan23-April22		628.87
1895389	05/06/2022	Lisa Damico	01-5830	Art/SEL Workshop		1,500.00
1895390	05/06/2022	Momentum in Teaching, LLC	07-5830	Professional Dev.		3,170.00
1895391	05/06/2022	Office Depot	09-4350	Cartridge, brother-NWP	36.34	
				Chocolate, Premdark,ass-NWP	22.99	

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

Checks Dated 05/01/2022 through 05/30/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount	
1895391	05/06/2022	Office Depot	09-4350	Filter, On Tap, Brita-NWP	27.11		
				Label, OD, DL file 750ct, Tab folder hanger-NWP	25.00		
				mousepad, ergoprene gel-NWP	13.26		
				Refills foil, Crayons, Magnets-NWP	29.49	154.19	
1895392	05/06/2022	Pacific Gas & Electric	01-5510	Re-issue check for Account#8210388297-1 JL/POCS	1,111.98		
				01-5520	Re-issue check for Account#8210388297-1 JL/POCS	28.80	
				07-5510	Re-issue check for Account#8210388297-1 JL/POCS	278.00	
				07-5520	Re-issue check for Account#8210388297-1 JL/POCS	7.19	1,425.97
1895393	05/06/2022	Pacific Gas & Electric	01-5510	Acct # 8210388297-1 - Jack London/POCS	573.67		
				01-5520	Acct # 8210388297-1 - Jack London/POCS	510.27	
				07-5510	Acct # 8210388297-1 - Jack London/POCS	382.44	
				07-5520	Acct # 8210388297-1 - Jack London/POCS	340.18	1,806.56
1895394	05/06/2022	Jan Radke	07-5830	Counseling Services		4,480.00	
1895395	05/06/2022	Roberts Mechanical & Elect Inc	09-4380	Replace all HVAC filter with merv-NWP		1,687.82	
1895396	05/06/2022	School & College Legal Service	01-5202	Mandated Legal Services	81.00		
				Registration fee for School & College workshop-NS	45.00	126.00	
1895397	05/06/2022	Soliant Health, LLC	01-5830	1:1 LPN BH		1,403.00	
1895398	05/06/2022	Sonoma Media Investments	01-5825	Public Hearing 4/13 Press Democate		199.00	
1895399	05/06/2022	T-Mobile USA Inc.	01-4310	mobile hotspot		100.00	
1895400	05/06/2022	Van Pelt Construction Services	21-5830	Various Projects		16,791.00	
1896010	05/11/2022	AT&T	01-5900	Calnet3 Billing / AT&T		152.37	
1896011	05/11/2022	Business Card	01-4340	Weebly subscription	16.56		
				04-4340	Weebly subscription	20.16	
				05-4340	Weebly subscription	20.68	
				07-4340	Weebly subscription	9.36	
				09-4340	Weebly subscription	5.04	71.80
1896012	05/11/2022	Cengage Learning	09-4310	Instructional Materials/Nat'l Geo		1,416.01	
1896013	05/11/2022	Clover Stornetta Farms Inc	13-4700	District milke sitewide 2021/2022		83.50	
1896014	05/11/2022	D & S Awards, LLC	01-5880	Clock for retiree		111.44	
1896015	05/11/2022	Fishman Supply	01-4370	Maint supply-JL/POCS	66.53		
				07-4370	Maint supply-JL/POCS	44.36	110.89
1896016	05/11/2022	Greenacre Homes Inc	01-5810	SpED NPS/ 2021-2022 JG		5,212.73	

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

Checks Dated 05/01/2022 through 05/30/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1896017	05/11/2022	Office Depot	01-4310	Teacher supply- JL	326.79	
			01-4350	Credit-Office supply- JL	34.27-	
				Office supply- JL	105.30	
			04-4310	Credit for teacher supply-Olivet	23.45	
				Teacher supply-Olivet	68.97	
			07-4311	Office supply- POCS	358.79	849.03
1896018	05/11/2022	PresenceLearning, Inc.	01-5830	SLP Evaluation		2,413.00
1896019	05/11/2022	Redwood Vacuum & Janitorial	01-4370	maint. supply- JL/POCS/Olivet	52.93	
			04-4370	maint. supply- JL/POCS/Olivet	52.96	
			07-4370	maint. supply- JL/POCS/Olivet	35.28	141.17
1896020	05/11/2022	Soliant Health, LLC	01-5830	1:1 LPN BH		1,403.00
1896021	05/11/2022	Sonoma Co Office Of Education	01-5828	Jack London-Behavior Reports, warnings,tardy slips	256.74	
			01-5830	N. Coast Sch. of Edu. teacher induction program serv. fee.	3,500.00	
			04-5830	N. Coast Sch. of Edu. teacher induction program serv. fee.	7,000.00	10,756.74
1896022	05/11/2022	Tristan St. Germain	09-5830	Mindful yoga-NWP		1,710.00
1896023	05/11/2022	Weeks Drilling & Pump Co Inc	01-4380	Water system service April 2022-NWP	350.00	
			01-5630	Water system service April 2022-Olivet	356.67	706.67
1896865	05/13/2022	Alpha Analytical Labs, Inc.	01-5830	Well water testing 2021/2022-Olivet		82.00
1896866	05/13/2022	Amazon Capital Services, Inc.	01-4390	Art Gallery for teachers	207.41	
				Flag for Olga	57.85	265.26
1896867	05/13/2022	Anova Center of Education	01-5810	SpED NPS/ 2021-2022 TS		4,708.62
1896868	05/13/2022	Apple Inc.	Cancelled	Apple Inc. Education- JL		2,656.00 *
		Cancelled on 05/20/2022				
1896869	05/13/2022	CDW Government Inc	01-4310	Chromebooks-JL	23,390.44	
			04-4310	Chromebooks-Olivet	23,250.38	
			05-4310	Chromebooks-Schaefer	20,734.44	
			09-4310	Chromebooks	929.39	68,304.65
1896870	05/13/2022	Chloe's French Catering Co.	01-4390	District Trainings/Workshops		305.58
1896871	05/13/2022	Clover Stornetta Farms Inc	13-4700	District wide milk 21/22		476.00
1896872	05/13/2022	Fagen Friedman & Fulfrost LLP	01-5823	Collective Bargaining and labor matters		1,120.00
1896873	05/13/2022	Fishman Supply	01-4380	Wall mount sanitary napkin receptance	578.70	
			09-4370	maint supply- NWP	265.09	843.79
1896874	05/13/2022	Greenfield Learning, Inc.	05-5830	Cust. Data Coaching Prof. Learning Sess. -Virt/Online Sch		900.00
1896875	05/13/2022	Horizon	01-4380	Ground maint-Oivet		203.16

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ESCAPE ONLINE

Checks Dated 05/01/2022 through 05/30/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1896876	05/13/2022	Office Depot	01-4310	Teacher classroom supply-JL	304.13	
			01-4350	Office supply-JL	234.20	
			05-4310	Teacher classroom supply-Schaefer	317.20	
			05-4350	office/school wide supply-Schaefer	517.54	
			09-4310	Homestudy supplies-NWP	263.00	
				Teacher classroom supply-NWP	135.03	
				Teacher supply-NWP	141.70	
	09-4350	Credit for Office supply-NWP	19.03-			
1896877	05/13/2022	PACE Supply Corp.	01-4380	Office supply-NWP	111.10	2,004.87
			01-4380	Plumbing supply-POCS	319.14	
			05-4380	Plumbing supply-Schaefer	1,937.77	
				Service Charge	33.85	2,290.76
1896878	05/13/2022	STLR Corporation dba Ryland School Consult.	01-5830	LF & BN Profession Serv.		1,461.25
1896879	05/13/2022	Santa Rosa City Schools Business Services	13-4700	April 2022 meals		41,194.50
1896880	05/13/2022	Santa Rosa Fire Equipment Inc	01-5630	Santa Rosa Fire Equip Service-NWP		52.00
1896881	05/13/2022	School & College Legal Service	01-5202	Registration and Workshop BH		75.00
1896882	05/13/2022	Specialized Ed. of Calif.Inc. dba Sierra School of So County	01-5810	SpEd NPS/2021-2022 MC		4,156.23
1896883	05/13/2022	Sign A Rama	01-4380	Mechanical sign for NWP		48.70
1897433	05/18/2022	Wiggins, Kristy J	01-5201	Mileage reimb for April 2022		113.49
1897434	05/18/2022	All City Management Servcs Inc	01-5880	Crossguard 2021-2022	855.40	
			05-5880	Crossguard 2021-2022	855.40	
			07-5880	Crossguard 2021-2022	855.40	
			09-5880	Crossguard 2021-2022	855.40	3,421.60
1897435	05/18/2022	Amazon Capital Services, Inc.	01-4310	Nurse Supply Order		10.91
1897436	05/18/2022	Becoming Independent	01-5880	Shredding Services 20/21		50.00
1897437	05/18/2022	Bill's Lock & Safe Service	01-4380	Spare key for Olivet and Key holder for JL	26.22	
			01-5630	Spare key for Olivet and Key holder for JL	4.64	30.86
1897438	05/18/2022	City Of Santa Rosa	01-5530	City Water Acct# 023537 2021 - 2022 NWP/VC	294.64	
			09-5530	City Water Acct# 023537 2021 - 2022 NWP/VC	158.63	453.27
1897439	05/18/2022	City Of Santa Rosa	01-5530	City Water Acct# 021026 2021 - 2022 JL/POCS	376.52	
			07-5530	City Water Acct# 021026 2021 - 2022 JL/POCS	251.02	627.54
1897440	05/18/2022	Fulwider Outdoor Power Equip	01-4380	suppllies for all sites		67.60
1897441	05/18/2022	Witcher Productions, LLC	01-4340	Family Life Program (Videos)	58.00	

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ESCAPE ONLINE

Checks Dated 05/01/2022 through 05/30/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1897441	05/18/2022	Witcher Productions, LLC	04-4340	Family Life Program (Videos)	70.00	
			05-4340	Family Life Program (Videos)	72.00	200.00
1897442	05/18/2022	Mead Clark	01-4380	Lumber for bench- Sch and DO	340.19	
			09-5630	Lumber for NWP	85.05	425.24
1897443	05/18/2022	NCS Pearson, Inc.	01-4310	Psych assessment protocols		902.58
1897444	05/18/2022	Office Depot	07-4311	Teacher supply-POCS	25.76	
			09-4310	Office supply-NWP	73.61	
			09-4350	Office supply-NWP	34.18	133.55
1897445	05/18/2022	PACE Supply Corp.	01-4380	Plumbing parts-All sites		55.94
1897446	05/18/2022	Pacific Gas & Electric	07-5510	Acct # 8775983334-3 POCS	887.96	
			07-5520	Acct # 8775983334-3 POCS	8.80	896.76
1897447	05/18/2022	Reliable Hardware & Steel	01-4370	All sites hardware for playground	26.77	
			04-4370	All sites hardware for playground	26.77	
			05-4370	All sites hardware for playground	26.77	
			07-4370	All sites hardware for playground	26.76	
			09-4370	All sites hardware for playground	26.76	133.83
1897448	05/18/2022	Soliant Health, LLC	01-5830	1:1 LPN BH		1,372.50
1897449	05/18/2022	West County Transportation	01-5830	4th Qtr SE Transportation		32,723.84
1898651	05/25/2022	AT&T	01-5900	Calnet3 Billing / AT&T		1,258.87
1898652	05/25/2022	Clover Stornetta Farms Inc	13-4700	District wide milk 2021-2022		527.00
1898653	05/25/2022	Commercial Site Furnishing	25-4311	Kinder tables-Olivet		3,368.43
1898654	05/25/2022	Friedman's Home Improvement	09-4380	Maint supply-NWP		8.16
1898655	05/25/2022	Hapara. Inc.	07-4340	Profession Learning Subscription for POCS/NWP	1,297.10	
			09-4310	Profession Learning Subscription for POCS/NWP	487.90	1,785.00
1898656	05/25/2022	NCS Pearson, Inc.	01-4310	Psych assessment protocols		72.87
1898657	05/25/2022	Office Depot	05-4310	Teacher supplies-Sch		321.30
1898658	05/25/2022	Plumfield Academy	01-5810	SpED NPS- 2021/2022 KP		3,966.98
1898659	05/25/2022	Santa Rosa Computers	01-4310	USB adapter		21.84
1898660	05/25/2022	School & College Legal Service	01-5202	Mandated services		216.00
1898661	05/25/2022	Individuals Now, Inc, dba Social Advocates for Youth	01-5830	SAY Counseling for JL and Schaefer	21,198.78	
			05-5830	SAY Counseling for JL and Schaefer	10,249.90	31,448.68
1898662	05/25/2022	Soliant Health, LLC	01-5830	1:1 LPN BH		1,784.25
1898663	05/25/2022	Weeks Drilling & Pump Co Inc	01-5630	Out of water-payment for labor @ Olivet		193.75
5420974	05/10/2022	Sarah Blackstone	Cancelled			398.73 *

Cancelled on 05/16/2022, Cancel Register # PM220517

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

Checks Dated 05/01/2022 through 05/30/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
Total Number of Checks					98	309,933.74

	Count	Amount
Cancel	2	3,054.73
Net Issue		<u>306,879.01</u>

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	71	151,288.71
04	Olivet Charter School	8	30,538.68
05	Schaefer Charter School	14	38,186.02
07	Piner Olivet Charter School	17	13,401.21
09	Charter School Fund	18	10,146.96
13	Cafeteria	6	43,158.00
21	Building Fund	1	16,791.00
25	Capital Facilities Fund	1	3,368.43
Total Number of Checks		96	306,879.01
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			<u>306,879.01</u>

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

BUDGET UPDATES

Effective 05/01/2022 through 05/26/2022

Fiscal Year 2022

Account	Description	From	To
JE # BR22-01058 JE Trans Date 05/01/2022 JE Posted 05/01/2022 Comment F01-0000 Budget Revision for ELPAC			
01-0000-0-1110-1000-1130-600-CELT	Teachers' Sals,Instruction,Regular Educati,Celdt Testing		709.00
01-0000-0-1110-1000-3101-600-CELT	Benefits - Strs,Instruction,Regular Educati,Celdt Testing	519.00	
01-0000-0-1110-1000-3331-600-CELT	Benefits - Medi,Instruction,Regular Educati,Celdt Testing		7.00
01-0000-0-1110-1000-3501-600-CELT	Benefits - Sui,Instruction,Regular Educati,Celdt Testing	148.00	
01-0000-0-1110-1000-3601-600-CELT	Benefits - Wcom,Instruction,Regular Educati,Celdt Testing	49.00	
		716.00	716.00

JE # BR22-01059 JE Trans Date 05/01/2022 JE Posted 05/01/2022 Comment F04-0000 Budget Revision for LCAP			
04-0000-0-1660-1000-1130-000-SG03	Teachers' Sals,Instruction,Extended Day,Supp Grnt-G3	500.00	
04-0000-0-1660-1000-3101-000-SG03	Benefits - Strs,Instruction,Extended Day,Supp Grnt-G3	85.00	
04-0000-0-1660-1000-3331-000-SG03	Benefits - Medi,Instruction,Extended Day,Supp Grnt-G3	8.00	
04-0000-0-1660-1000-3501-000-SG03	Benefits - Sui,Instruction,Extended Day,Supp Grnt-G3	7.00	
04-0000-0-1660-1000-3601-000-SG03	Benefits - Wcom,Instruction,Extended Day,Supp Grnt-G3	11.00	
	Net decrease to Appropriations	611.00	.00

JE # BR22-01060 JE Trans Date 05/01/2022 JE Posted 05/01/2022 Comment 07-0000 Budget Revision for LCAP			
07-0000-0-4760-1000-5830-000-0000	Professional/co,Instruction,Bilingual,Not Required	2,000.00	
07-0000-0-4760-1000-4310-000-0000	Instructional M,Instruction,Bilingual,Not Required		2,000.00
		2,000.00	2,000.00

JE # BR22-01061 JE Trans Date 05/02/2022 JE Posted 05/02/2022 Comment F07-3218 Budget Revision for Momentum in Teaching			
07-3218-0-1110-1000-4310-000-0000	Instructional M,Instruction,Regular Educati,Not Required	3,170.00	
07-3218-0-1110-1000-5830-000-0000	Professional/co,Instruction,Regular Educati,Not Required		3,170.00
		3,170.00	3,170.00

JE # BR22-01062 JE Trans Date 05/03/2022 JE Posted 05/03/2022 Comment F01-0000 CASBO Subscription			
01-0000-0-0000-7200-5300-600-0000	Dues & Membersh,Other General A,Undistributed,Not Required		1,750.00
	Net increase to Appropriations	.00	1,750.00

JE # BR22-01063 JE Trans Date 05/03/2022 JE Posted 05/03/2022 Comment F07-0000 Increase Budget for PG&E			
07-0000-0-0000-8210-5510-000-0000	Natural Gas Exp,Operations,Undistributed,Not Required		400.00
	Net increase to Appropriations	.00	400.00

Selection Grouped by Org, Fiscal Year, JE# - Sorted by JE Item #, (Org = 43, JE Type = R, Starting Post Date = 5/1/2022, Ending Post Date = 5/30/2022, Unposted JEs? = N, End Bud Bal? = O, JE# Page Break? = N, Description? = A, Recap? = N)

ESCAPE ONLINE

Effective 05/01/2022 through 05/26/2022

Fiscal Year 2022

Account	Description	From	To
JE # BR22-01064 JE Trans Date 05/06/2022 JE Posted 05/06/2022 Comment F05-7422 Budget Revision for Music Teacher 22/23			
05- 7422- 0- 0000- 0000- 8590- 000- 0000	All Other State,IPI Grant	CR	34,458.00
05- 7422- 0- 0000- 0000- 8590- 000- PY00	All Other State,IPI Grant	CR	48,878.00
05- 7422- 0- 1110- 1000- 4310- 000- 0000	Instructional M,Instruction,Regular Educati,Not Required	DR	20,351.00
05- 7422- 0- 1110- 1000- 5830- 000- 0000	Professional/co,Instruction,Regular Educati,Not Required	DR	62,985.00
Net decrease to Appropriations			166,672.00
			.00

JE # BR22-01065 JE Trans Date 05/06/2022 JE Posted 05/06/2022 Comment F04-7422 Budget Revision for Music Teacher 22/23			
04- 7422- 0- 0000- 0000- 8590- 000- 0000	All Other State,IPI Grant	CR	32,983.00
04- 7422- 0- 0000- 0000- 8590- 000- PY00	All Other State,IPI Grant	CR	46,861.00
04- 7422- 0- 1110- 1000- 4310- 600- 0000	Instructional M,Instruction,Regular Educati,Not Required	DR	16,859.00
04- 7422- 0- 1110- 1000- 5830- 000- 0000	Professional/co,Instruction,Regular Educati,Not Required	DR	62,985.00
Net decrease to Appropriations			159,688.00
			.00

JE # BR22-01066 JE Trans Date 05/06/2022 JE Posted 05/06/2022 Comment F01-7422 budget Revision for Music Teacher 22/23			
01- 7422- 0- 0000- 0000- 8590- 000- 0000	All Other State,IPI Grant	CR	31,108.00
01- 7422- 0- 0000- 0000- 8590- 000- PY00	All Other State,IPI Grant	CR	44,163.00
01- 7422- 0- 1110- 1000- 4310- 600- 0000	Instructional M,Instruction,Regular Educati,Not Required	DR	12,286.00
01- 7422- 0- 1110- 1000- 5830- 104- 0000	Professional/co,Instruction,Regular Educati,Not Required	DR	62,985.00
Net decrease to Appropriations			150,542.00
			.00

JE # BR22-01067 JE Trans Date 05/09/2022 JE Posted 05/09/2022 Comment RS 2600: ELO-P Summer School iPads for staff			
01- 2600- 0- 1110- 1000- 5830- 104- 0000	Professional/co,Instruction,Regular Educati,Not Required	DR	3,146.00
01- 2600- 0- 1660- 1000- 4400- 104- 0000	Equipment Under,Instruction,Extended Day,Not Required	CR	3,146.00
04- 2600- 0- 1110- 1000- 5830- 000- 0000	Professional/co,Instruction,Regular Educati,Not Required	DR	3,797.00
04- 2600- 0- 1660- 1000- 4400- 000- 0000	Equipment Under,Instruction,Extended Day,Not Required	CR	3,797.00
05- 2600- 0- 1110- 1000- 5830- 000- 0000	Professional/co,Instruction,Regular Educati,Not Required	DR	3,906.00
05- 2600- 0- 1660- 1000- 4400- 000- 0000	Equipment Under,Instruction,Extended Day,Not Required	CR	3,906.00
Net decrease to Appropriations			10,849.00
			10,849.00

JE # BR22-01068 JE Trans Date 05/11/2022 JE Posted 05/11/2022 Comment F01-6500 Budget Revision for Speech Services			
01- 6500- 0- 5770- 3150- 5830- 600- 0000	Professional/co,Speech Patholog, Spec Ed - K-12, Not Require	DR	22,513.00
Net decrease to Appropriations			22,513.00
			.00

JE # BR22-01069 JE Trans Date 05/11/2022 JE Posted 05/11/2022 Comment RS2600 ELO-P Summer School materials/supplies & device			
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Selection Grouped by Org, Fiscal Year, JE# - Sorted by JE Item #, (Org = 43, JE Type = R, Starting Post Date = 5/1/2022, Ending Post Date = 5/30/2022, Unposted JEs? = N, End Bud Bal? = O, JE# Page Break? = N, Description? = A, Recap? = N)

ESCAPE ONLINE

Effective 05/01/2022 through 05/26/2022

Fiscal Year 2022

Account	Description	From	To
(continued) JE # BR22-01069 JE Trans Date 05/11/2022 JE Posted 05/11/2022 Comment RS2600 ELO-P Summer School materials/supplies & device			
01- 2600- 0- 1110- 1000- 5830- 104- 0000	Professional/co,Instruction,Regular Educati,Not Required	DR	20,000.00
01- 2600- 0- 1110- 1000- 4310- 104- 0000	Instructional M,Instruction,Regular Educati,Not Required	CR	20,000.00
04- 2600- 0- 1110- 1000- 5830- 000- 0000	Professional/co,Instruction,Regular Educati,Not Required	DR	20,000.00
04- 2600- 0- 1110- 1000- 4310- 000- 0000	Instructional M,Instruction,Regular Educati,Not Required	CR	20,000.00
05- 2600- 0- 1110- 1000- 5830- 000- 0000	Professional/co,Instruction,Regular Educati,Not Required	DR	20,000.00
05- 2600- 0- 1110- 1000- 4310- 000- 0000	Instructional M,Instruction,Regular Educati,Not Required	CR	20,000.00
		60,000.00	60,000.00

JE # BR22-01070 JE Trans Date 05/12/2022 JE Posted 05/12/2022 Comment Olivet Front Landscape - bond project			
21- 0000- 0- 0000- 8500- 6100- 102- 0000	Sites & Improve,Facilities Acqu,Undistributed,Not Required	CR	161,471.00
21- 0000- 0- 0000- 8500- 6150- 102- 0000	Site Support Co,Facilities Acqu,Undistributed,Not Required	CR	8,499.00
	Net increase to Appropriations	.00	169,970.00

JE # BR22-01071 JE Trans Date 05/12/2022 JE Posted 05/12/2022 Comment F01-3212 Budget Rev to Clear Negatives			
01- 3212- 0- 0000- 2700- 2440- 104- 0000	Clerical&office,School Administ,Undistributed,Not Required	CR	567.00
01- 3212- 0- 0000- 2700- 3312- 104- 0000	Benefits - Oasd,School Administ,Undistributed,Not Required	CR	35.00
01- 3212- 0- 0000- 2700- 3602- 104- 0000	Benefits - Wcom,School Administ,Undistributed,Not Required	CR	9.00
01- 3212- 0- 0000- 2700- 3332- 104- 0000	Benefits - Medi,School Administ,Undistributed,Not Required	CR	8.00
01- 3212- 0- 0000- 7200- 5860- 600- 0000	Other Employmen,Other General A,Undistributed,Not Required	DR	619.00
		619.00	619.00

JE # BR22-01072 JE Trans Date 05/12/2022 JE Posted 05/12/2022 Comment F04-3212 Budget Rev to Clear Negatives			
04- 3212- 0- 1110- 1000- 1130- 000- XTRA	Teachers' Sals,Instruction,Regular Educati,Extra work	CR	348.00
04- 3212- 0- 1110- 1000- 3311- 000- XTRA	Benefits - Oasd,Instruction,Regular Educati,Extra work	CR	15.00
04- 3212- 0- 1110- 1000- 3101- 000- XTRA	Benefits - Strs,Instruction,Regular Educati,Extra work	CR	12.00
04- 3212- 0- 1110- 1000- 3601- 000- XTRA	Benefits - Wcom,Instruction,Regular Educati,Extra work	CR	6.00
04- 3212- 0- 1110- 1000- 3331- 000- XTRA	Benefits - Medi,Instruction,Regular Educati,Extra work	CR	4.00
04- 3212- 0- 1110- 1000- 2100- 000- 0000	Instructional A,Instruction,Regular Educati,Not Required	DR	385.00
		385.00	385.00

JE # BR22-01073 JE Trans Date 05/12/2022 JE Posted 05/12/2022 Comment F05-3212 Budget Rev to Clear Negatives			
05- 3212- 0- 0000- 2700- 2440- 000- 0000	Clerical&office,School Administ,Undistributed,Not Required	CR	1,068.00
05- 3212- 0- 1110- 1000- 1130- 000- XTRA	Teachers' Sals,Instruction,Regular Educati,Extra work	CR	135.00
05- 3212- 0- 0000- 2700- 3312- 000- 0000	Benefits - Oasd,School Administ,Undistributed,Not Required	CR	59.00
05- 3212- 0- 1110- 1000- 3101- 000- XTRA	Benefits - Strs,Instruction,Regular Educati,Extra work	CR	38.00

Selection Grouped by Org, Fiscal Year, JE# - Sorted by JE Item #, (Org = 43, JE Type = R, Starting Post Date = 5/1/2022, Ending Post Date = 5/30/2022, Unposted JEs? = N, End Bud Bal? = O, JE# Page Break? = N, Description? = A, Recap? = N)

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Account	Description	From	To
(continued) JE # BR22-01073 JE Trans Date 05/12/2022 JE Posted 05/12/2022 Comment F05-3212 Budget Rev to Clear Negatives			
05- 3212- 0- 0000- 2700- 3602- 000- 0000	Benefits - Wcom,School Administ,Undistributed,Not Required	CR	18.00
05- 3212- 0- 0000- 2700- 3332- 000- 0000	Benefits - Medi,School Administ,Undistributed,Not Required	CR	15.00
05- 3212- 0- 0000- 2700- 3502- 000- 0000	Benefits - Sui,School Administ,Undistributed,Not Required	CR	6.00
05- 3212- 0- 1110- 1000- 3601- 000- XTRA	Benefits - Wcom,Instruction,Regular Educati,Extra work	CR	4.00
05- 3212- 0- 1110- 1000- 3331- 000- XTRA	Benefits - Medi,Instruction,Regular Educati,Extra work	CR	3.00
05- 3212- 0- 1110- 1000- 4310- 000- 0000	Instructional M,Instruction,Regular Educati,Not Required	DR	1,346.00
		1,346.00	1,346.00

Account	Description	From	To
JE # BR22-01074 JE Trans Date 05/12/2022 JE Posted 05/12/2022 Comment F01-0000 Budget Rev to Clear Negatives			
01- 0000- 0- 0000- 2700- 3402- 104- 0000	H & W Benefits,School Administ,Undistributed,Not Required	CR	500.00
01- 0000- 0- 1110- 1000- 3311- 104- SUBS	Benefits - Oasd,Instruction,Regular Educati,Substitutes	CR	133.00
01- 0000- 0- 1110- 1000- 3601- 104- SUBS	Benefits - Wcom,Instruction,Regular Educati,Substitutes	CR	51.00
01- 0000- 0- 1110- 1000- 3331- 104- SUBS	Benefits - Medi,Instruction,Regular Educati,Substitutes	CR	42.00
	Net increase to Appropriations	.00	726.00

Account	Description	From	To
JE # BR22-01075 JE Trans Date 05/12/2022 JE Posted 05/12/2022 Comment F04-0000 Budget Rev to Clear Negatives			
04- 0000- 0- 1110- 1000- 1149- 000- SUBS	Teacher Substit,Instruction,Regular Educati,Substitutes	CR	2,675.00
04- 0000- 0- 0000- 8210- 2240- 000- SUBS	Class Pupil Supp,Operations,Undistributed,Substitutes	CR	320.00
04- 0000- 0- 1110- 1000- 3311- 000- SUBS	Benefits - Oasd,Instruction,Regular Educati,Substitutes	CR	139.00
04- 0000- 0- 0000- 8210- 3312- 000- SUBS	Benefits - Oasd,Operations,Undistributed,Substitutes	CR	20.00
04- 0000- 0- 1110- 1000- 3331- 000- 0000	Benefits - Medi,Instruction,Regular Educati,Not Required	CR	20.00
04- 0000- 0- 0000- 8210- 3602- 000- SUBS	Benefits - Wcom,Operations,Undistributed,Substitutes	CR	6.00
04- 0000- 0- 1110- 1000- 3501- 000- 0000	Benefits - Sui,Instruction,Regular Educati,Not Required	CR	6.00
04- 0000- 0- 0000- 8210- 3332- 000- SUBS	Benefits - Medi,Operations,Undistributed,Substitutes	CR	5.00
04- 0000- 0- 0000- 8210- 3502- 000- SUBS	Benefits - Sui,Operations,Undistributed,Substitutes	CR	2.00
	Net increase to Appropriations	.00	3,193.00

Account	Description	From	To
JE # BR22-01076 JE Trans Date 05/12/2022 JE Posted 05/12/2022 Comment F04-0000 Increase Local Revenue			
04- 0000- 0- 0000- 0000- 8699- 000- 0000	All Other Local,Unrestricted/no	DR	674.00
	Net increase to Appropriations	.00	674.00

Account	Description	From	To
JE # BR22-01077 JE Trans Date 05/12/2022 JE Posted 05/12/2022 Comment F05-0000 Budget Rev to Clear Negatives			
05- 0000- 0- 1110- 1000- 1149- 000- SUBS	Teacher Substit,Instruction,Regular Educati,Substitutes	CR	807.00
05- 0000- 0- 1110- 1000- 3311- 000- SUBS	Benefits - Oasd,Instruction,Regular Educati,Substitutes	CR	38.00
05- 0000- 0- 1110- 1000- 3601- 000- SUBS	Benefits - Wcom,Instruction,Regular Educati,Substitutes	CR	30.00

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Account	Description	From	To
(continued) JE # BR22-01077 JE Trans Date 05/12/2022 JE Posted 05/12/2022 Comment F05-0000 Budget Rev to Clear Negatives			
05- 0000- 0- 1110- 1000- 3101- 000- SUBS	Benefits - Strs,Instruction,Regular Educati,Substitutes	CR	26.00
05- 0000- 0- 1110- 1000- 3331- 000- SUBS	Benefits - Medi,Instruction,Regular Educati,Substitutes	CR	24.00
Net increase to Appropriations		.00	925.00

Account	Description	From	To
JE # BR22-01078 JE Trans Date 05/12/2022 JE Posted 05/12/2022 Comment F07-0000 Budget Revision to Clear Negatives			
07- 0000- 0- 1110- 1000- 3702- 000- 0000	Benefits - Reti,Instruction,Regular Educati,Not Required	CR	1,083.00
07- 0000- 0- 1110- 1000- 3311- 000- SUBS	Benefits - Oasd,Instruction,Regular Educati,Substitutes	CR	7.00
Net increase to Appropriations		.00	1,090.00

Account	Description	From	To
JE # BR22-01079 JE Trans Date 05/12/2022 JE Posted 05/12/2022 Comment F09-0000 Budget Revision to Clear Negatives			
09- 0000- 0- 1110- 1000- 1130- 000- XTRA	Teachers' Sals,Instruction,Regular Educati,Extra work	CR	900.00
09- 0000- 0- 0000- 2700- 2440- 000- 0000	Clerical&office,School Administ,Undistributed,Not Required	CR	420.00
09- 0000- 0- 0000- 2700- 4350- 000- 0000	Office Supplies,School Administ,Undistributed,Not Required	CR	251.00
09- 0000- 0- 1110- 1000- 3101- 000- XTRA	Benefits - Strs,Instruction,Regular Educati,Extra work	CR	152.00
09- 0000- 0- 1305- 1000- 3311- 000- SG01	Benefits - Oasd,Instruction,Elective,Supp Grnt-G1	CR	27.00
09- 0000- 0- 0000- 2700- 3312- 000- 0000	Benefits - Oasd,School Administ,Undistributed,Not Required	CR	25.00
09- 0000- 0- 1110- 1000- 3311- 000- SUBS	Benefits - Oasd,Instruction,Regular Educati,Substitutes	CR	22.00
09- 0000- 0- 1110- 1000- 3601- 000- XTRA	Benefits - Wcom,Instruction,Regular Educati,Extra work	CR	17.00
09- 0000- 0- 1110- 1000- 3331- 000- XTRA	Benefits - Medi,Instruction,Regular Educati,Extra work	CR	13.00
09- 0000- 0- 0000- 2700- 3332- 000- 0000	Benefits - Medi,School Administ,Undistributed,Not Required	CR	5.00
09- 0000- 0- 1110- 1000- 3501- 000- XTRA	Benefits - Sui,Instruction,Regular Educati,Extra work	CR	4.00
09- 0000- 0- 0000- 2700- 3502- 000- 0000	Benefits - Sui,School Administ,Undistributed,Not Required	CR	2.00
Net increase to Appropriations		.00	1,838.00

Account	Description	From	To
JE # BR22-01080 JE Trans Date 05/18/2022 JE Posted 05/18/2022 Comment F04-0000 IA Budget Revision			
04- 0000- 0- 1110- 1000- 3202- 000- 0000	Benefits - Pers,Instruction,Regular Educati,Not Required	DR	19.00
04- 0000- 0- 1110- 1000- 3312- 000- 0000	Benefits - Oasd,Instruction,Regular Educati,Not Required	DR	52.00
04- 0000- 0- 1110- 1000- 3332- 000- 0000	Benefits - Medi,Instruction,Regular Educati,Not Required	DR	77.00
04- 0000- 0- 1110- 1000- 3422- 000- 0000	H & W Benefits/,Instruction,Regular Educati,Not Required	DR	1.00
04- 0000- 0- 1110- 1000- 3432- 000- 0000	H & W Benefits/,Instruction,Regular Educati,Not Required	DR	86.00
04- 0000- 0- 1110- 1000- 3442- 000- 0000	H & W Benefits/,Instruction,Regular Educati,Not Required	DR	79.00
04- 0000- 0- 1110- 1000- 3452- 000- 0000	H & W Benefits/,Instruction,Regular Educati,Not Required	DR	61.00
04- 0000- 0- 1110- 1000- 3502- 000- 0000	Benefits - Sui,Instruction,Regular Educati,Not Required	DR	507.00
04- 0000- 0- 1110- 1000- 3602- 000- 0000	Benefits - Wcom,Instruction,Regular Educati,Not Required	DR	136.00

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Account	Description	From	To
		Net decrease to Appropriations	1,018.00
			.00
JE # BR22-01081 JE Trans Date 05/18/2022 JE Posted 05/18/2022 Comment SPED Housing Obligation 2021/22 revenue			
01-0000-0-0000-0000-8650-000-0000	Leases & Rental,Unrestricted/no	DR	32,394.00
		Net increase to Appropriations	.00
			32,394.00
JE # BR22-01082 JE Trans Date 05/24/2022 JE Posted 05/24/2022 Comment F05-4035 Increase expenses to equal revenue			
05-4035-0-1110-1000-1100-000-0000	Teachers' Salar,Instruction,Regular Educati,Not Required	CR	3,543.00
		Net increase to Appropriations	.00
			3,543.00
JE # BR22-01083 JE Trans Date 05/24/2022 JE Posted 05/24/2022 Comment F07-4035 Increase expenses to equal revenue			
07-4035-0-1110-1000-1100-000-0000	Teachers' Salar,Instruction,Regular Educati,Not Required	CR	1,205.00
		Net increase to Appropriations	.00
			1,205.00
JE # BR22-01084 JE Trans Date 05/25/2022 JE Posted 05/25/2022 Comment F09-0000 Increase budget for bus transportation			
09-0000-0-1110-1000-5806-000-FT01	FT transport,Instruction,Regular Educati,FT - Goal 1	CR	47.00
		Net increase to Appropriations	.00
			47.00
JE # BR22-01085 JE Trans Date 05/26/2022 JE Posted 05/26/2022 Comment NEM charges for PG&E			
01-0000-0-0000-8210-5520-104-0000	Electricity,Operations,Undistributed,Not Required	CR	6,000.00
07-0000-0-0000-8210-5520-000-0000	Electricity,Operations,Undistributed,Not Required	CR	8,000.00
		Net increase to Appropriations	.00
			14,000.00
JE # BR22-01086 JE Trans Date 05/26/2022 JE Posted 05/26/2022 Comment State Aid Obj 8011 Revenue Revision			
01-0000-0-0000-0000-8011-000-0000	Revenue Limit S,Unrestricted/no	DR	15,601.00
04-0000-0-0000-0000-8011-000-0000	Revenue Limit S,Unrestricted/no	CR	28,199.00
05-0000-0-0000-0000-8011-000-0000	Revenue Limit S,Unrestricted/no	DR	5,363.00
07-0000-0-0000-0000-8011-000-0000	Revenue Limit S,Unrestricted/no	DR	17,889.00
09-0000-0-0000-0000-8011-000-0000	Revenue Limit S,Unrestricted/no	DR	10,224.00
		Net increase to Appropriations	28,199.00
			49,077.00
JE # BR22-01087 JE Trans Date 05/26/2022 JE Posted 05/26/2022 Comment EPA RS1400 Obj8012 Revenue Revision			
01-1400-0-0000-0000-8012-000-0000	EPA Rev,EPA	CR	256.00

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Fiscal Year 2022

Account	Description	From	To
(continued) JE # BR22-01087 JE Trans Date 05/26/2022 JE Posted 05/26/2022	Comment EPA RS1400 Obj8012 Revenue Revision		
04- 1400- 0- 0000- 0000- 8012- 000- 0000	EPA Rev,EPA CR	580.00	
05- 1400- 0- 0000- 0000- 8012- 000- 0000	EPA Rev,EPA DR		132.00
07- 1400- 0- 0000- 0000- 8012- 000- 0000	EPA Rev,EPA DR		626.00
09- 1400- 0- 0000- 0000- 8012- 000- 0000	EPA Rev,EPA DR		9,812.00
Net increase to Appropriations		836.00	10,570.00
JE # BR22-01088 JE Trans Date 05/26/2022 JE Posted 05/26/2022	Comment Obj 8096 In-Lieu Prop Taxes Revision		
01- 0000- 0- 0000- 0000- 8096- 000- 0000	In Lieu Propert,Unrestricted/no CR	14,001.00	
04- 0000- 0- 0000- 0000- 8096- 000- 0000	In Lieu Propert,Unrestricted/no DR		1,368.00
05- 0000- 0- 0000- 0000- 8096- 000- 0000	In Lieu Propert,Unrestricted/no DR		1,518.00
07- 0000- 0- 0000- 0000- 8096- 000- 0000	In Lieu Propert,Unrestricted/no DR		10,466.00
09- 0000- 0- 0000- 0000- 8096- 000- 0000	In Lieu Propert,Unrestricted/no DR		649.00
Net increase to Appropriations		14,001.00	14,001.00
JE # BR22-01089 JE Trans Date 05/26/2022 JE Posted 05/26/2022	Comment F01-1400 Budget Revision		
01- 1400- 0- 1110- 1000- 3421- 104- 0000	H & W Benefits/,Instruction,Regular Educati,Not Required DR	256.00	
Net decrease to Appropriations		256.00	.00
JE # BR22-01090 JE Trans Date 05/26/2022 JE Posted 05/26/2022	Comment F04-1400 Budget Revision		
04- 1400- 0- 1110- 1000- 1100- 000- 0000	Teachers' Salar,Instruction,Regular Educati,Not Required DR	580.00	
Net decrease to Appropriations		580.00	.00
JE # BR22-01091 JE Trans Date 05/26/2022 JE Posted 05/26/2022	Comment F05-1400 Budget Revisoin		
05- 1400- 0- 1110- 1000- 1100- 000- 0000	Teachers' Salar,Instruction,Regular Educati,Not Required CR		125.00
05- 1400- 0- 1110- 1000- 3331- 000- 0000	Benefits - Medi,Instruction,Regular Educati,Not Required CR		1.00
05- 1400- 0- 1110- 1000- 3421- 000- 0000	H & W Benefits/,Instruction,Regular Educati,Not Required CR		5.00
05- 1400- 0- 1110- 1000- 3501- 000- 0000	Benefits - Sui,Instruction,Regular Educati,Not Required CR		1.00
Net increase to Appropriations		.00	132.00
JE # BR22-01092 JE Trans Date 05/26/2022 JE Posted 05/26/2022	Comment F07-1400 Budget Revision		
07- 1400- 0- 1110- 1000- 1100- 000- 0000	Teachers' Salar,Instruction,Regular Educati,Not Required CR		623.00
07- 1400- 0- 1110- 1000- 3421- 000- 0000	H & W Benefits/,Instruction,Regular Educati,Not Required CR		3.00

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Account	Description	From	To				
Net increase to Appropriations		.00	626.00				
<table border="0" style="width: 100%;"> <tr> <td style="text-align: right;">JE # BR22-01093</td> <td style="text-align: left;">JE Trans Date 05/26/2022</td> <td style="text-align: left;">JE Posted 05/26/2022</td> <td style="text-align: left;">Comment F09-1400 Budget Revision</td> </tr> </table>				JE # BR22-01093	JE Trans Date 05/26/2022	JE Posted 05/26/2022	Comment F09-1400 Budget Revision
JE # BR22-01093	JE Trans Date 05/26/2022	JE Posted 05/26/2022	Comment F09-1400 Budget Revision				
09- 1400- 0- 1110- 1000- 1100- 000- 0000	Teachers' Salar,Instruction,Regular Educati,Not Required	CR	9,810.00				
09- 1400- 0- 1110- 1000- 3431- 000- 0000	H & W Benefits/,Instruction,Regular Educati,Not Required	CR	1.00				
09- 1400- 0- 1110- 1000- 3441- 000- 0000	H & W Benefits/,Instruction,Regular Educati,Not Required	CR	1.00				
Net increase to Appropriations		.00	9,812.00				
<table border="0" style="width: 100%;"> <tr> <td style="text-align: right;">JE # BR22-01094</td> <td style="text-align: left;">JE Trans Date 05/26/2022</td> <td style="text-align: left;">JE Posted 05/26/2022</td> <td style="text-align: left;">Comment F09-0000 Budget Revision</td> </tr> </table>				JE # BR22-01094	JE Trans Date 05/26/2022	JE Posted 05/26/2022	Comment F09-0000 Budget Revision
JE # BR22-01094	JE Trans Date 05/26/2022	JE Posted 05/26/2022	Comment F09-0000 Budget Revision				
09- 0000- 0- 1110- 1000- 1100- 000- 0000	Teachers' Salar,Instruction,Regular Educati,Not Required	DR	9,810.00				
Net decrease to Appropriations		9,810.00	.00				
<table border="0" style="width: 100%;"> <tr> <td style="text-align: right;">JE # BR22-01095</td> <td style="text-align: left;">JE Trans Date 05/26/2022</td> <td style="text-align: left;">JE Posted 05/26/2022</td> <td style="text-align: left;">Comment F04-0000 Budget Revision</td> </tr> </table>				JE # BR22-01095	JE Trans Date 05/26/2022	JE Posted 05/26/2022	Comment F04-0000 Budget Revision
JE # BR22-01095	JE Trans Date 05/26/2022	JE Posted 05/26/2022	Comment F04-0000 Budget Revision				
04- 0000- 0- 1110- 1000- 1100- 000- 0000	Teachers' Salar,Instruction,Regular Educati,Not Required	CR	580.00				
04- 0000- 0- 1110- 1000- 1149- 000- SUBS	Teacher Substit,Instruction,Regular Educati,Substitutes	CR	450.00				
04- 0000- 0- 1110- 1000- 3311- 000- SUBS	Benefits - Oasd,Instruction,Regular Educati,Substitutes	CR	28.00				
04- 0000- 0- 1110- 1000- 3331- 000- 0000	Benefits - Medi,Instruction,Regular Educati,Not Required	CR	23.00				
04- 0000- 0- 1110- 1000- 3501- 000- 0000	Benefits - Sui,Instruction,Regular Educati,Not Required	CR	8.00				
Net increase to Appropriations		.00	1,089.00				
<table border="0" style="width: 100%;"> <tr> <td style="text-align: right;">JE # BR22-01096</td> <td style="text-align: left;">JE Trans Date 05/26/2022</td> <td style="text-align: left;">JE Posted 05/26/2022</td> <td style="text-align: left;">Comment F04-7311 Budget Revision</td> </tr> </table>				JE # BR22-01096	JE Trans Date 05/26/2022	JE Posted 05/26/2022	Comment F04-7311 Budget Revision
JE # BR22-01096	JE Trans Date 05/26/2022	JE Posted 05/26/2022	Comment F04-7311 Budget Revision				
04- 7311- 0- 1110- 1000- 5202- 000- 0000	Conference Expe,Instruction,Regular Educati,Not Required	CR	578.00				
Net increase to Appropriations		.00	578.00				
<table border="0" style="width: 100%;"> <tr> <td style="text-align: right;">JE # BR22-01097</td> <td style="text-align: left;">JE Trans Date 05/26/2022</td> <td style="text-align: left;">JE Posted 05/26/2022</td> <td style="text-align: left;">Comment F05-7311 Budget Revision</td> </tr> </table>				JE # BR22-01097	JE Trans Date 05/26/2022	JE Posted 05/26/2022	Comment F05-7311 Budget Revision
JE # BR22-01097	JE Trans Date 05/26/2022	JE Posted 05/26/2022	Comment F05-7311 Budget Revision				
05- 7311- 0- 1110- 1000- 5202- 000- 0000	Conference Expe,Instruction,Regular Educati,Not Required	CR	769.00				
Net increase to Appropriations		.00	769.00				
<table border="0" style="width: 100%;"> <tr> <td style="text-align: right;">JE # BR22-01098</td> <td style="text-align: left;">JE Trans Date 05/26/2022</td> <td style="text-align: left;">JE Posted 05/26/2022</td> <td style="text-align: left;">Comment F09-7311 Budget Revision</td> </tr> </table>				JE # BR22-01098	JE Trans Date 05/26/2022	JE Posted 05/26/2022	Comment F09-7311 Budget Revision
JE # BR22-01098	JE Trans Date 05/26/2022	JE Posted 05/26/2022	Comment F09-7311 Budget Revision				
09- 7311- 0- 1110- 1000- 5202- 000- 0000	Conference Expe,Instruction,Regular Educati,Not Required	CR	26.00				
Net increase to Appropriations		.00	26.00				
<table border="0" style="width: 100%;"> <tr> <td style="text-align: right;">JE # BR22-01099</td> <td style="text-align: left;">JE Trans Date 05/26/2022</td> <td style="text-align: left;">JE Posted 05/26/2022</td> <td style="text-align: left;">Comment NEM PG&E Budget Revision</td> </tr> </table>				JE # BR22-01099	JE Trans Date 05/26/2022	JE Posted 05/26/2022	Comment NEM PG&E Budget Revision
JE # BR22-01099	JE Trans Date 05/26/2022	JE Posted 05/26/2022	Comment NEM PG&E Budget Revision				

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Account	Description	From	To
(continued) JE # BR22-01099 JE Trans Date 05/26/2022 JE Posted 05/26/2022 Comment NEM PG&E Budget Revision			
05- 0000- 0- 0000- 8210- 5520- 000- 0000	Electricity,Operations,Undistributed,Not Required	CR	20,000.00
09- 0000- 0- 0000- 8210- 5520- 000- 0000	Electricity,Operations,Undistributed,Not Required	CR	3,000.00
Net increase to Appropriations		.00	23,000.00
JE # BR22-01100 JE Trans Date 05/26/2022 JE Posted 05/26/2022 Comment F13 Budget Revision			
13- 5310- 0- 0000- 3700- 2200- 000- 0000	Classified Supp,Food Services,Undistributed,Not Required	CR	39.00
13- 5310- 0- 0000- 3700- 3202- 000- 0000	Benefits - Pers,Food Services,Undistributed,Not Required	CR	9.00
13- 5310- 0- 0000- 3700- 3312- 000- 0000	Benefits - Oasd,Food Services,Undistributed,Not Required	CR	2.00
13- 5310- 0- 0000- 3700- 3332- 000- 0000	Benefits - Medi,Food Services,Undistributed,Not Required	CR	1.00
13- 5310- 0- 0000- 3700- 3602- 000- 0000	Benefits - Wcom,Food Services,Undistributed,Not Required	CR	1.00
Net increase to Appropriations		.00	52.00
Total for Org 043		633,811.00	420,572.00
Org 043 Net <Decrease> in Estimated Fund Balance	136,303.00-	Net decrease to Appropriations	



PresenceLearning

Service Order

LEA Name and Contact Information

Name: Piner-Olivet Union Elementary School District - CA
Address: 3450 COFFEY LN Santa Rosa, CA

LEA Primary Point of Contact

Name: Tamarah Pallington
Email Address: tpallington@pousd.org

LEA Secondary Point of Contact

Name:
Email Address:

PresenceLearning Contact Information

Name: Kimberly Catello
Email Address: kimberly.catello@presencelearning.com

Service Order

1. Services

Service	Student Quantity/Groups	Service Rate	Service Total
Annual SLP Services	52	\$2,320.00	\$120,640.00
Annual OT Services	0	\$2,320.00	\$0.00
Annual BMH Services	0	\$2,320.00	\$0.00

2. SLP Assessments

Service	Student Quantity/Groups	Service Rate	Service Total
Screening by SLP	0	\$66.00	\$0.00
Bilingual Screening by SLP	0	\$120.00	\$0.00
Evaluation Coordination and Reporting by SLP	0	\$257.00	\$0.00
Evaluation Coordination and Reporting by Bilingual SLP	0	\$257.00	\$0.00
Review of Records by SLP	0	\$120.00	\$0.00
Additional Assessment Component by SLP	0	\$50.00	\$0.00
Articulation Standard Assessment by SLP	0	\$75.00	\$0.00
Auditory Processing Select Index by SLP	0	\$88.00	\$0.00
Classroom Observation by SLP	0	\$49.00	\$0.00
Early Childhood Language Assessment by SLP	0	\$107.00	\$0.00
Fluency Standard Assessment by SLP	0	\$120.00	\$0.00
Language Select Index by SLP	0	\$50.00	\$0.00
Language Standard Assessment by SLP	0	\$155.00	\$0.00
Pragmatic Language Standard Assessment by SLP	0	\$95.00	\$0.00
Phonological Process Analysis Select Index by SLP	0	\$45.00	\$0.00
Phonological Processing Assessment by SLP	0	\$80.00	\$0.00
Supplemental Language Screener by SLP	0	\$45.00	\$0.00
Spanish Language Standard Assessment by SLP	0	\$148.00	\$0.00
Spanish Language Select Index by SLP	0	\$60.00	\$0.00
Spanish Auditory Processing Select Index by SLP	0	\$90.00	\$0.00
Additional Bilingual Assessment Component by SLP	0	\$60.00	\$0.00
Spanish Articulation Measures (SAM) by SLP	0	\$49.00	\$0.00
Spanish Articulation Standard Assessment by SLP	0	\$65.00	\$0.00

Service	Student Quantity/Groups	Service Rate	Service Total
Augmentative Alternative Communication (AAC) Assessment by SLP	0	\$120.00	\$0.00
Additional Language Subtest by SLP	0	\$50.00	\$0.00
Home Coordination by SLP	0	\$120.00	\$0.00
Language Difference vs. Disorder Analysis by SLP	0	\$89.00	\$0.00
Pre-referral Meeting by SLP	0	\$120.00	\$0.00
Bilingual Services by SLP	0	\$120.00	\$0.00
Unplanned Student Absence SLP	0	\$20.00	\$0.00

3. OT Assessments

Service	Student Quantity/Groups	Service Rate	Service Total
Screening by OT	0	\$66.00	\$0.00
Evaluation Coordination and Reporting by OT	0	\$257.00	\$0.00
Review of Records by OT	0	\$120.00	\$0.00
Classroom Observation by OT	0	\$49.00	\$0.00
Standard School-Related-ADL Assessment by OT	0	\$80.00	\$0.00
Standard Sensory Processing Assessment by OT	0	\$80.00	\$0.00
Standard Motor Skills Assessment by OT	0	\$89.00	\$0.00
Standard Visual Perception Assessment by OT	0	\$80.00	\$0.00
Standard Preschool Assessment by OT	0	\$120.00	\$0.00
Additional Assessment Component by OT	0	\$50.00	\$0.00
Home Coordination by OT	0	\$120.00	\$0.00
Informal Fine Motor Assessment by OT	0	\$49.00	\$0.00
Pre-referral Meeting by OT	0	\$120.00	\$0.00
Unplanned Student Absence OT	0	\$20.00	\$0.00

4. BMH Assessments

Service	Student Quantity/Groups	Service Rate	Service Total
Screening by MHP/Ed Diag	0	\$155.00	\$0.00
Evaluation Coordination and Reporting by MHP/ Ed Diag	0	\$290.00	\$0.00
Review of Records by MHP/Ed Diag	0	\$279.00	\$0.00
Rating Scale Assessment by MHP/Ed Diag	0	\$160.00	\$0.00
Classroom Observation by MHP/ Ed Diag	0	\$140.00	\$0.00
Additional Assessment by MHP/Ed Diag	0	\$279.00	\$0.00
Additional Requested Meetings by MHP/Ed Diag	0	\$69.00	\$0.00
Bilingual Services by MHP/Ed Diag	0	\$140.00	\$0.00

Service	Student Quantity/Groups	Service Rate	Service Total
Home Coordination by MHP/Ed Diag	0	\$140.00	\$0.00
Pre-referral Meeting by MHP/Ed Diag	0	\$140.00	\$0.00
Additional Requested Paperwork by MHP/Ed Diag	0	\$69.00	\$0.00
Screening by MHP/Ed Diag	0	\$155.00	\$0.00
Review of Records by MHP/Ed Diag	0	\$279.00	\$0.00
Rating Scale Assessment by MHP/Ed Diag	0	\$160.00	\$0.00
Pre-referral Meeting by MHP/Ed Diag	0	\$140.00	\$0.00
Evaluation Coordination and Reporting by MHP/ Ed Diag	0	\$290.00	\$0.00
Classroom Observation by MHP/ Ed Diag	0	\$140.00	\$0.00
Bilingual Services by MHP/Ed Diag	0	\$140.00	\$0.00
Functional Behavior Assessment by MHP/Ed Diag	0	\$418.00	\$0.00
Intervention Data Analysis by MHP/Ed Diag	0	\$69.00	\$0.00
Parent Interview by MHP/Ed Diag	0	\$69.00	\$0.00
Student Interview by MHP/Ed Diag	0	\$69.00	\$0.00
Teacher Interview by MHP/Ed Diag	0	\$69.00	\$0.00
Unplanned Student Absence MHP/Ed Diag	0	\$30.00	\$0.00

5. Psychoeducational Assessments

Service	Student Quantity/Groups	Service Rate	Service Total
Evaluation Coordination and Reporting by MHP/ Ed Diag	0	\$290.00	\$0.00
Review of Records by MHP/Ed Diag	0	\$279.00	\$0.00
Cognitive Select Index	0	\$175.00	\$0.00
Processing Select Index	0	\$175.00	\$0.00
Achievement Select Index	0	\$140.00	\$0.00
Rating Scale Assessment by MHP/Ed Diag	0	\$160.00	\$0.00
Classroom Observation by MHP/ Ed Diag	0	\$140.00	\$0.00
Achievement Standard Battery	0	\$279.00	\$0.00
Long Cognitive Battery	0	\$338.00	\$0.00
Additional Assessment by MHP/Ed Diag	0	\$279.00	\$0.00
Processing Standard Battery	0	\$338.00	\$0.00
Additional Requested Meetings by MHP/Ed Diag	0	\$69.00	\$0.00
School Psych Consultation	0	\$88.00	\$0.00
Bilingual Services by MHP/Ed Diag	0	\$140.00	\$0.00
Short Cognitive Battery	0	\$175.00	\$0.00
Spanish Select Index	0	\$311.00	\$0.00

Service	Student Quantity/Groups	Service Rate	Service Total
Spanish Battery	0	\$404.00	\$0.00
Screening by MHP/Ed Diag	0	\$155.00	\$0.00
Home Coordination by MHP/Ed Diag	0	\$140.00	\$0.00
Pre-referral Meeting by MHP/Ed Diag	0	\$140.00	\$0.00
Additional Requested Paperwork by MHP/Ed Diag	0	\$69.00	\$0.00
Functional Behavior Assessment by MHP/ Ed Diag	0	\$418.00	\$0.00
Intervention Data Analysis by MHP/Ed Diag	0	\$69.00	\$0.00
Parent Interview by MHP/ Ed Diag	0	\$69.00	\$0.00
Student Interview by MHP/Ed Diag	0	\$69.00	\$0.00
Teacher Interview by MHP/Ed Diag	0	\$69.00	\$0.00
Unplanned Student Absence MHP/Ed Diag	0	\$30.00	\$0.00



Service Order

Minimum Fees Per Service Order	\$120,640.00
Assessments Commitment	10
Flat Rate Assumptions	Annual Service Fees are based on the assumption of prior year's utilization. Neither Extended School Year ("ESY") nor services provided following the last regular day of the school year are included in the Annual Service Fee.
Document Camera	\$85.00 (each)
Service Order Term	July 1, 2022 through June 30, 2023

Service Order Form

Except as expressly set forth in this Service Order, the parties agree to be bound by the terms of the Master Service Agreement ("Agreement"). To the extent there is any conflict between this Service Order and the Agreement, this Service Order shall govern. The terms of this Service Order are confidential information.

The parties have executed this Service Order as of the date of the last signature ("Service Order Effective Date").

PresenceLearning, Inc.	LEA
By: 	By: 
Name: Brian Culbreth	Name: Tamarah Pallington
Title: CRO	Title: Director of Student Support Services
Date: 2022-05-30	Date: 2022-05-23

Master Service Agreement

BY ACCEPTING A SERVICE ORDER OR OTHER AGREEMENT (THE "ORDERING DOCUMENT") THAT INCORPORATES THIS MASTER SERVICE AGREEMENT ("MASTER CONTRACT"), LEA (AS DEFINED IN THE ORDERING DOCUMENT) AGREES TO FOLLOW AND BE BOUND BY THE TERMS AND CONDITIONS OF THIS MASTER CONTRACT. THE ORDERING DOCUMENT AND MASTER CONTRACT TOGETHER CONSTITUTE THE AGREEMENT OF THE PARTIES AND ARE REFERRED TO COLLECTIVELY HEREIN AS THE "AGREEMENT." THE TERMS OF THE ORDERING DOCUMENT SHALL CONTROL OVER ANY CONFLICTING TERMS IN THE MASTER CONTRACT.

1. THE AGREEMENT.

This Agreement is entered into between LEA and PresenceLearning, Inc., a Delaware corporation with an office and place of business located at 180 Montgomery Street, Suite 1850, San Francisco, California 94104 "PresenceLearning" or "CONTRACTOR") (collectively, "Parties") for the purpose of providing special education and/or related services to LEA students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 et seq. and Title 5 of the California Code of Regulations section 3000 et seq., AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this Agreement does not commit LEA to pay for special education and/or related services provided to any LEA student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR. Upon acceptance of a LEA student, LEA shall submit to CONTRACTOR an Individual Services Agreement ("ISA") and a Nonpublic Services Student Enrollment form as specified in the LEA Procedures. Unless otherwise specified or agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all services specified in the student's Individualized Education Plan (hereinafter referred to as "IEP"). Provided that the LEA submits to CONTRACTOR an ISA, the ISA shall be executed within ninety (90) days of an LEA student's enrollment, and LEA and CONTRACTOR shall enter into an ISA for each LEA student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and /or electronic database for ISA developing including invoicing.

2. CERTIFICATION.

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a nonpublic, nonsectarian agency. All nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code, section 56366 et seq and within the professional scope of practice of each provider's license, certification and/or credential. Total student enrollment, if stated on CDE certification, shall be limited to that capacity.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS.

During the term of this Agreement, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations. CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Agreement; and that this may result in the suspension and/or revocation of CDE nonpublic agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF AGREEMENT.

The term of this Agreement shall be reflected on the ORDERING DOCUMENT and shall not exceed one year (Title 5 California Code of Regulations section 3062(a)) unless otherwise in writing.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION.

This Agreement includes the LEA Procedures and each ISA and they are incorporated herein by this reference. This Agreement supersedes any prior or contemporaneous written or oral understanding or agreement except as set forth in the ORDERING DOCUMENT. This Agreement may be amended only

by written amendment executed by both parties. The LEA may require copies of teacher credentials and clearances, insurance documentation and CDE certification. The LEA may also require additional information as applicable. In the event that this Agreement expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Agreement between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students at the discretion of the LEA.

6. INDIVIDUAL SERVICES AGREEMENT.

This Agreement shall include an ISA for each LEA student to whom CONTRACTOR is to provide services. An ISA shall only be issued for LEA students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Agreement in effect. In the event that this Agreement expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students. Any and all changes to a LEA student's educational placement/program provided under this Agreement and/or an ISA shall be made solely on the basis of a revision to the LEA student's IEP. At any time during the term of this Agreement, a LEA student's parent, CONTRACTOR, or LEA may request a review of a LEA student's IEP subject to all procedural safeguards required by law. Unless otherwise provided in this Agreement or in the IEP or ISA, the CONTRACTOR shall provide all services specified in the IEP. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service which it agreed to provide at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within a commercially reasonable period. If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an interim alternative educational placement is deemed lawful and appropriate by LEA or OAH. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement. Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

7. DEFINITIONS.

The following definitions shall apply for purposes of this contract:

- a. The term "authorized LEA representative" means a LEA administrator designated to be responsible for nonpublic agencies. It is understood, a representative of the Special Education Plan Local Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for the contract, unless otherwise specified in the contract
- b. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(j).
- c. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the applicable standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code. Nothing in this definition shall be construed as restricting the activities in service of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or

approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (y)).

d. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(r).

e. The term “parent” means a biological or adoptive parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child, a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child, an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child’s welfare, a surrogate parent, or a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child’s behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2). “Parent” does not include the state or any political subdivision of government or the nonpublic agency under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

f. The term “days” means calendar days unless otherwise specified.

g. The phrase “billable day” means a school day in which instructional minutes meet or exceed those in comparable LEA programs.

h. The phrase “billable day of attendance” means a school day as defined in California Education Code Section 46307, in which a LEA student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.

ADMINISTRATION OF CONTRACT

8. NOTICES.

All notices provided for by this contract shall be in writing. Notices shall be mailed or delivered by hand and shall be effective as of the date of receipt by addressee. All notices mailed to LEA shall be addressed to the person and address as indicated on the ORDERING DOCUMENT. Notices to CONTRACTOR shall be addressed as indicated on the ORDERING DOCUMENT.

9. MAINTENANCE OF RECORDS & CONFIDENTIALITY.

CONTRACTOR shall maintain records as required by applicable state and federal laws and regulations. For purposes of this Agreement, “records” may include student records as defined by California Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker’s compensation insurance policies; state nonpublic agency certifications by-laws; lists of current board of directors/trustees, if incorporated; documents evidencing financial expenditures; federal/state payroll quarterly reports; and bank statements and canceled checks or facsimile thereof. CONTRACTOR shall maintain LEA student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain an access log for each LEA

student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the LEA student's record. Such log need not record access to the LEA student's records by: (a) the LEA student's parent; (b) an individual to whom written consent has been executed by the LEA student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. CONTRACTOR shall grant parents access to student records, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of agency closure, to forward LEA student records within a commercially reasonable period to LEA. These shall include, but not limited to, any current transcripts, IEP/IFSPs, and reports. LEA and/or SELPA shall be provided access to or copies of any and all records upon request within five business days. If LEA collects benchmarking data at the individual or school level, LEA shall provide CONTRACTOR with such benchmarking data for the individual students and school served pursuant to this Agreement. To the extent not prohibited by this Section or applicable law, CONTRACTOR may store indefinitely, use and publish deidentified benchmarking data. LEA understands that it may receive confidential and proprietary information relating to CONTRACTOR's business (hereinafter referred to as "CONTRACTOR CONFIDENTIAL INFORMATION"). LEA agrees that the CONTRACTOR CONFIDENTIAL INFORMATION is confidential and is the sole, exclusive and extremely valuable property of CONTRACTOR. In addition, LEA understands that it may receive confidential and proprietary information of third parties other than LEA, including but not limited to information and materials relating to assessments, in the course of the provision of Services. To the extent permitted by law, LEA agrees that it will keep confidential CONTRACTOR CONFIDENTIAL INFORMATION the confidential and proprietary materials and information of CONTRACTOR and third parties which it receives or to which it has physical or digital access pursuant to this Agreement. LEA also agrees that it will not disclose materials relating to an assessment to the student who will be assessed before it is necessary to do so to perform such an assessment. It is understood and agreed that money damages would not be a sufficient remedy for any LEA's breach of confidentiality and that CONTRACTOR shall be entitled to specific performance, including, without limitation, injunctive relief, as a remedy for any such breach by the LEA in any court of competent jurisdiction. Such remedy shall not be deemed to be the exclusive remedy for breach of confidentiality but shall be in addition to all other remedies available at law or equity. Notwithstanding any other provision in this Agreement, LEA may disclose CONTRACTOR CONFIDENTIAL INFORMATION or the existence of this Agreement to the extent required by any applicable law, regulation or court; provided however that, prior to making any such disclosure, LEA will notify CONTRACTOR promptly after becoming aware of a request for, or the existence of its obligation to make, such disclosure and will permit CONTRACTOR to seek to challenge, or limit, such required disclosure, and to review any materials prior to disclosure. Further, each party may disclose the existence of this Agreement or Confidential Information of the other for the limited purpose of enforcing its rights under this Agreement before a court of competent jurisdiction, provided that such disclosure will be accomplished in such a manner so as to protect the rights of the parties to this Agreement to the maximum extent reasonably possible.

The Parties agree that mutual consent is required for the initial publication or distribution of any research and/or marketing materials, including without limitation, customer or vendor lists, press releases, and research and case studies mentioning both Parties, but that once this consent is given for initial publication the Parties may republish such works in their original or reasonably modified form at will.

10. SEVERABILITY CLAUSE.

If any provision of this Agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST.

This Agreement binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

12. VENUE AND GOVERNING LAW.

The laws of the State of California shall govern the terms and conditions of this Agreement with venue in San Francisco County.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES.

This Agreement may be modified or amended by the LEA, with mutual agreement of CONTRACTOR, to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The LEA shall provide the CONTRACTOR thirty (30) days' notice of any such proposed changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION AND RENEWAL.

This Agreement or any Individual Service Agreement may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. To terminate the contract either party shall give twenty (20) days prior written notice as required by California Education Code section 56366(a) (4). At the time of termination, CONTRACTOR may provide to LEA any and all documents CONTRACTOR is required to maintain under this Agreement. ISAs are void upon termination of this Agreement except as provided in Sections 5 and 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate an ISA, either party shall give twenty (20) days prior written notice. This Agreement shall continue until the end of the term set forth in the ORDERING DOCUMENT (hereinafter referred to as the "INITIAL TERM") and shall automatically renew on an annual basis (each a "RENEWAL TERM") unless (a) terminated in accordance with this Section or (b) either party gives written notice of its intention not to renew forty-five (45) days before expiration of the INITIAL TERM or a RENEWAL TERM. Upon the expiration or termination of this Agreement for any reason, all amounts owed to CONTRACTOR under this Agreement, which accrued before such termination or expiration will be immediately due and payable. For the avoidance of doubt, early termination of this Agreement by LEA prior to the expiration of its then-current term, other than for cause, shall be considered a breach of this Agreement and LEA shall pay a cancellation fee of \$750 per Student, multiplied by the greater of (a) the number of students who have received SERVICES in the 60 days before termination or (b) the number of Contracted Students (as defined in the ORDERING DOCUMENT) (hereinafter referred to as the "TERMINATION LIQUIDATED DAMAGES AMOUNT") by way of liquidated damages. LEA acknowledges that the actual damages likely to result from breach of this Section are difficult to estimate on the effective date hereof and would be difficult for CONTRACTOR to prove. The parties intend that LEA's payment of the TERMINATION LIQUIDATED DAMAGES AMOUNT would serve to compensate CONTRACTOR for LEA's breach of its obligations under this Section, and they do not intend for it to serve as punishment or penalty for any such breach by LEA.

15. INSURANCE.

CONTRACTOR shall, at its sole cost and expense, maintain in full force and effect, during the term of this Agreement, insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best. At the request of LEA, CONTRACTOR will provide a Certificate of Insurance.

16. INDEMNIFICATION AND HOLD HARMLESS.

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Agreement or its performance, to the extent that such loss, expense, damage or liability was

proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities).

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors ("CONTRACTOR Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Agreement or its performance, to the extent that such loss, expense, damage or liability was proximately caused by the negligent or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

The foregoing obligations are conditioned upon: (a) prompt written notice by the indemnified party to the indemnifying party of any claim, action or demand for which indemnity is claimed; (b) complete control of the defense and settlement thereof by the indemnifying party, provided that no settlement of an indemnified claim shall be made without the consent of the indemnified party, such consent not to be unreasonably withheld or delayed; and (c) reasonable cooperation by the indemnified party in the defense as the indemnifying party may request. The indemnified party shall have the right to participate in the defense against the indemnified claims with counsel of its choice at its own expense.

In no event will CONTRACTOR be liable for any incidental damages, consequential damages, or any lost profits arising from or relating to this Agreement or to the services provided pursuant to this Agreement, whether in contract or tort or otherwise, even if CONTRACTOR knew or should have known of the possibility of such damages. CONTRACTOR's cumulative liability relating to this Agreement will not exceed the actual fees paid by LEA to CONTRACTOR during the school year for three (3) months immediately preceding the date on which a claim is made; provided that such amount shall under no circumstances exceed \$10,000. LEA acknowledges that this Agreement reflects an adequate and acceptable allocation of risk and that in the absence of the foregoing limitations CONTRACTOR would not enter into this Agreement.

LEA represents that it is self-insured in compliance with the laws of the state of California, that the self-insurance covers district employees acting within the course and scope of their respective duties, and that its self-insurance covers LEA's indemnification obligations under this Agreement.

17. INDEPENDENT CONTRACTOR.

Nothing herein contained will be construed to imply a joint venture, partnership or principal- agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Agreement shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual subcontracted or assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is held to be a partner, joint venturer, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR may, at its sole discretion, indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that holding, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

18. SUBCONTRACTORS.

LEA understands and agrees that CONTRACTOR will subcontract the provision of services pursuant to this Agreement to independent contractors who shall have applicable clearances and qualifications as set

forth in Sections 35 and 36 (each hereinafter referred to as a “SUBCONTRACTOR” and collectively as “SUBCONTRACTORS”).

19. CONFLICTS OF INTEREST/NON-SOLICITATION.

LEA may request a copy of CONTRACTOR’s current bylaws and a current list of its Board of Directors. CONTRACTOR and any member of its Board of Directors shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest including, but not limited to, employment with LEA and attendance at IEP team meetings acting as a student’s advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement with CONTRACTOR if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

LEA acknowledges and agrees to the ability of CONTRACTOR, through employees, agents and/or SUBCONTRACTORS, to conduct an assessment or evaluation, including but not limited to an Independent Educational Evaluation (hereinafter referred to as “IEE”), of a LEA student, and provide services to that student pursuant to an IEP or ISA that reflects the findings of that assessment or evaluation. Where this Agreement provides that CONTRACTOR shall conduct one or more assessments or evaluations of a LEA student, LEA agrees to fund requested services provided to that student for whom the assessment or evaluation is requested. LEA shall not, during the term of this Agreement and for one (1) year thereafter, directly or indirectly solicit, induce, or attempt to induce any CONTRACTOR employee or SUBCONTRACTOR providing services pursuant to this Agreement without CONTRACTOR’s prior written consent. LEA should contact its account manager with any inquiries concerning the aforementioned. If LEA causes any CONTRACTOR employee or SUBCONTRACTOR providing services pursuant to this Agreement to terminate or curtail that individual’s relationship with CONTRACTOR, and such termination or curtailment results in a loss of business or revenue for CONTRACTOR, LEA shall pay a solicitation fee of \$30,000 (hereinafter referred to as the “SOLICITATION LIQUIDATED DAMAGES AMOUNT”) by way of liquidated damages. LEA acknowledges that the actual likely to result from breach of the foregoing are difficult to estimate and would be difficult for CONTRACTOR to approve. The parties intend that LEA’s payment of the SOLICITATION LIQUIDATED DAMAGES AMOUNT would serve to compensate CONTRACTOR for LEA’s breach of the foregoing obligations, and they do not intend for it to serve as punishment or penalty for any such breach by LEA.

20. NON-DISCRIMINATION.

CONTRACTOR shall not unlawfully discriminate on the basis of race, religion, sex, national origin, age, sexual orientation, or disability in employment or operation of its programs.

21. FREE AND APPROPRIATE PUBLIC EDUCATION.

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as “ITP”), where necessary, of each LEA student served by CONTRACTOR. CONTRACTOR shall provide to each LEA student special education and/or related services (including transition services) within the nonpublic agency consistent with the LEA student’s IEP and as specified in the ISA. Unless otherwise agreed to between CONTRACTOR and LEA, LEA shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for LEA students, as specified in the LEA student’s IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the LEA student’s IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the LEA student’s enrollment under the terms of this Agreement).

22. GENERAL PROGRAM OF INSTRUCTION.

All nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 et seq.

CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines and certification, and provided as specified in the LEA student's IEP and ISA. The nonpublic agency providing Behavior Intervention services shall develop a written treatment plan that specifies the nature of their nonpublic agency service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. All services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program. CONTRACTOR shall not provide transportation nor subcontract for transportation services for LEA students unless the LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

The total number of minutes per school day provided by CONTRACTOR should be specified in the LEA student's ISA developed in accordance with the LEA student's IEP.

24. CALENDARS.

CONTRACTOR shall be provided with a LEA-developed/approved calendar. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's IEP and ISA, CONTRACTOR shall provide directly related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill LEA only for direct therapy services provided on billable days of attendance as indicated on the LEA calendar unless otherwise agreed to by the LEA. It is understood that direct therapy services may not be provided on weekends, holidays and other times when school is not in session. Indirect services such as documentation may be provided outside of billable days of attendance on the LEA calendar.

25. DATA REPORTING.

CONTRACTOR shall provide to LEA on request data related to student information and billing information concerning the services provided pursuant to this Agreement. It is understood that all nonpublic agencies shall utilize the Special Education Information System (SEIS) or comparable system approved by the LEA and SELPA for all IEP development and progress reporting. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including but not limited to attendance reports and progress reports, as applicable. The LEA may approve use of CONTRACTOR provided forms at their discretion.

26. MANDATED ATTENDANCE AT LEA MEETINGS.

CONTRACTOR, through an employee, agent and/or SUBCONTRACTOR, may attend LEA mandated meetings concerning services provided pursuant to this Agreement by phone, video conference or in-person, at CONTRACTOR's sole discretion. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings constitutes a billable service.

27. IEP TEAM MEETINGS.

An IEP team meeting shall be convened at least annually to evaluate the educational progress of each student receiving services by or through CONTRACTOR. Each LEA student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Agreement or by mutual agreement, CONTRACTOR, through an employee and/or SUBCONTRACTOR at its sole

discretion, and LEA shall participate in all IEP team meetings, regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Agreement, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to and participation of the CONTRACTOR, through an employee and/or SUBCONTRACTOR at its sole discretion, in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR, through an employee and/or SUBCONTRACTOR at its sole discretion, may attend IEP team meetings by phone or by video conference..

CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is a billable service under this Agreement.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA such as the Special Education Information System (SEIS)(hereinafter referred to as "THE APPROVED SYSTEM") for all IEP planning and progress reporting. LEA or the SELPA shall provide training for CONTRACTOR to assure access to THE APPROVED SYSTEM. CONTRACTOR shall maintain confidentiality of all IEP data on THE APPROVED SYSTEM and shall protect the password requirements of the system. When a student disenrolls or ceases receiving services pursuant to this Agreement from CONTRACTOR, CONTRACTOR shall discontinue use of THE APPROVED SYSTEM for that student unless otherwise asked to do so by LEA. Changes in any LEA student's educational program, including instruction, services, or instructional setting, provided under this Agreement may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an interim alternative educational placement is deemed lawful and appropriate by LEA or OAH.

28. SURROGATE PARENTS.

CONTRACTOR shall comply with LEA surrogate parent assignments.

29. DUE PROCESS PROCEEDINGS.

CONTRACTOR, through an employee, agent, and/or SUBCONTRACTOR at its sole discretion, shall fully participate in special education due process proceedings including mediations and hearings concerning services provided pursuant to this Agreement, as requested by LEA. CONTRACTOR, through an employee, agent, and/or SUBCONTRACTOR at its sole discretion, shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency, concerning services provided pursuant to this Agreement.

30. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS.

On written request by LEA, CONTRACTOR shall provide to LEA progress reports, which shall include progress over time towards a LEA student's IEP goals and objectives concerning which CONTRACTOR is providing services pursuant to this Agreement. A copy of any progress reports shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA within 10 days of request. The CONTRACTOR shall provide access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior support plans. The LEA may request such data at any time. The CONTRACTOR shall provide this data supporting progress within a commercially reasonable period. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other assessment of the LEA student with respect to goals and objectives concerning which CONTRACTOR is providing services pursuant to this Agreement one month prior to the LEA student's annual or triennial review IEP team meeting for the purpose of reporting the LEA student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. Supporting documentation such as test protocols and data collection shall be made available to LEA upon request.

CONTRACTOR is responsible for updating of goals and objectives, progress reporting and development of present levels of performance with respect to services which CONTRACTOR is providing pursuant to this Agreement. All other assessments shall be provided by the LEA unless the LEA specifies in writing a request for CONTRACTOR assessments including the approved timelines, conditions and costs. Such assessment costs may be added to the ISA and/or approved separately by the LEA at its sole discretion. It is understood that all billable hours, excluding indirect services such as documentation, should be specified in the ISA. Supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential. CONTRACTOR shall not charge the LEA student's parent(s) for the provision of progress reports, report cards, and/or any assessments, interviews, or meetings. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

31. LEA STUDENT CHANGE OF RESIDENCE

. Within five (5) school days after CONTRACTOR becomes aware of a LEA student's change of residence, CONTRACTOR should notify LEA of the LEA student's change of residence as specified in LEA Procedures. If CONTRACTOR had knowledge of the LEA student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered after the LEA student's change of residence.

32. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT.

If CONTRACTOR provides services on LEA public school campuses, CONTRACTOR shall comply with Penal Code Section 627.1 et. seq., and LEA procedures regarding visitors to school campuses specified by LEA policy and in the LEA procedures, and the procedures of the campus being visited. It is understood, that all employees, agents, and SUBCONTRACTORS of CONTRACTOR shall adhere to customary professional standards when providing SERVICES (as defined in Section 57). All practices shall be within the scope of professional responsibility as defined in the professional code of conduct for each profession. Reports regarding student progress shall be consistent with the provision of the contract. Except as otherwise expressly set forth herein, SERVICES are provided "as is" without any warranty and CONTRACTOR expressly disclaims any and all warranties, express, implied, or statutory, including warranties of title, noninfringement, merchantability, and fitness for a particular purpose.

33. CONTRACTOR MATERIALS.

CONTRACTOR will own all right, title and interest (including patent rights, copyrights, trade secret rights, and all other intellectual property rights of any nature relating to the products, materials, services, designs, know-how, data, software, graphic art and similar works authored, created, contributed to, made, conceived or reduced to practice, in whole or in part, by CONTRACTOR or its agents or affiliates which arise out of the performance of services. LEA agrees to maintain (and not supplement, remove, or modify) all copyright, trademark, or other proprietary notices on any materials utilized in providing the Services. Provided LEA is not in breach of any term of this Agreement, CONTRACTOR grants LEA a non-exclusive, limited license, which license shall terminate upon expiration or termination of this Agreement, to reproduce and distribute

the materials for which CONTRACTOR has the right to so grant solely to assist in the provision of services in accordance with the terms herein.

34. MONITORING.

CONTRACTOR shall comply with applicable law concerning the monitoring or auditing of its program and services to LEA students.

PERSONNEL

35. CLEARANCE REQUIREMENTS.

CONTRACTOR shall comply with applicable requirements of California Education Code section 44237 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and SUBCONTRACTORS, unless CONTRACTOR determines that the employee or SUBCONTRACTOR will have no direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and SUBCONTRACTORS, unless CONTRACTOR determines that the employee or SUBCONTRACTOR will have no direct contact with LEA students, shall not come in contact with LEA students until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees or SUBCONTRACTORS, unless CONTRACTOR determines that the employee or SUBCONTRACTOR will have no direct contact with LEA students, who may come into contact with LEA students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's or SUBCONTRACTOR's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code Section 44237 (i) or (j). Clearance certification shall be submitted to the LEA. In addition, with regard to employees and SUBCONTRACTORS who will have direct contract with LEA students, CONTRACTOR shall make a request for subsequent arrest service from the CDOJ as required by California Penal Code section 11105.2.

36. STAFF QUALIFICATIONS.

CONTRACTOR shall ensure that all individuals employed, contracted, subcontracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(y), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession and may not assume responsibility or authority for another related services provider or special education teacher's scope of practice. CONTRACTOR shall comply with all applicable laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

37. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS.

At LEA request, CONTRACTOR shall submit to LEA a list and copies of all current licenses, credentials, permits and/or other documents which entitle the holder to provide special education and/or related services by persons employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR who will be providing services to LEA students pursuant to this Agreement. CONTRACTOR shall notify LEA in writing within thirty (30) days when personnel changes occur which may affect the provision of services to LEA students, as specified in the LEA Procedures. CONTRACTOR shall provide the CDE with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for any employee or SUBCONTRACTOR prior to such person's starting to work with any student. CONTRACTOR shall monitor the status of licenses, credentials, permits and/or other documents for all persons employed, contracted, subcontracted, and/or otherwise hired by CONTRACTOR to provide services pursuant to this Agreement. CONTRACTOR shall provide to CDE updated information regarding the status of licenses, credentials, permits

and/or other documents concerning such persons' or CONTRACTOR's ability to provide such services within 45 days of known changes. LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period during which such person is providing services under this Agreement. Consistent failure to notify the LEA and CDE of major changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Agreement by the LEA.

38. STAFF ABSENCE.

When CONTRACTOR's service provider is absent, CONTRACTOR shall attempt to provide a qualified (as defined in section seven (7) of this Agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be qualified substitute to provide services to their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

39. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME.

It is understood that all employees, subcontractors, and volunteers of any certified nonpublic school or agency shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR. For services provided on a public school campus, sign in/out procedures shall be followed by nonpublic agency providers working in a public school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR. It is understood that the public school credentialed classroom teacher is responsible for the instructional program. For services provided in a pupil's home as specified in the IEP, CONTRACTOR must assure that the parent or LEA approved responsible adult is present during the provision of services. All problems and/or concerns reported to parents, both verbal and written shall also be provided to the LEA.

40. HEALTH AND SAFETY.

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 et. seq., 49406, and Health and Safety Code Section 3454(a) regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. At LEA request, CONTRACTOR shall provide to LEA documentation of such compliance for each individual volunteering, employed, contracted, subcontracted, and/or otherwise hired by CONTRACTOR before the individual comes in contact with a LEA student.

41. INCIDENT/ACCIDENT REPORTING.

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA.

CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

42. CHILD ABUSE REPORTING.

CONTRACTOR and its staff members will adhere to applicable child abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. To protect the privacy rights of all

parties involved (i.e. reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates.

43. SEXUAL HARASSMENT.

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures.

44. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES.

CONTRACTOR shall assure LEA that the agency has the necessary financial resources to provide the services provided for pursuant to this Agreement and will distribute those resources in such a manner to implement the IEP for each and every student receiving such services.

CONTRACTOR shall comply with all applicable LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing as specified by the LEA Procedures. CONTRACTOR shall be paid for the provision of the following services (collectively, the "SERVICES"), including associated indirect services, specified in the LEA students' IEPs and ISAs. All payments by LEA shall be made in accordance with the terms and conditions of this Agreement and governed by all applicable federal and state laws. SERVICES may include but are not limited to the following:

- a. Clinical and therapy services, consultation, participation in individualized education planning and other meetings, collaboration with school staff, documentation and planning, parent contact, and service coordination
- b. Assessments, e.g., pre- and post-assessments and intervention services; initial and triennial assessments; psychoeducational assessment (PA) services; screenings. Assessments include a base rate encompassing a Review of Records, writing an integrated report, attending the pre-assessment and results meetings, and testing set up. Additional assessments will be administered where outlined in the Student's assessment plan.
- c. Review of Records / Parent & Teacher Interviews, e.g., a cumulative file review for a student, including medical, educational, and social development histories, plus current parent and teacher interviews.
- d. Supervision of Speech-Language Pathology Assistants (SLPA), Certified Occupational Therapy Assistants (COTA), and Clinical Fellows (CF)
- e. Setup, including equipment and provision of a camera for use with PA and other services if ordered

CONTRACTOR shall maintain separate registers for any SERVICES provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider and shall be available for review, inspection, or audit by LEA during the effective period of this Agreement and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment for services rendered. Invoices and related documents shall be properly submitted electronically unless another method of delivery is mutually agreed upon. Each invoice will contain information as may be requested by the LEA. Such an invoice is subject to all conditions of this Agreement. At the discretion of LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to CONTRACTOR at no additional charge for such training. Invoices should be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and amounts specified in this contract within thirty (30) days of the

invoice date. In no case shall initial payment claim submission for any fiscal year (July through June) extend beyond the following June 30th after the close of the fiscal year. In no case shall any rebilling for the fiscal year (July through June) extend beyond 12 months after the close of the fiscal year. If the billing or rebilling error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year.

45. RIGHT TO WITHHOLD PAYMENT.

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR was overpaid by LEA as determined by mutual inspection, review, and/or audit of its program, work, and/or records; (b) CONTRACTOR has failed to provide supporting documentation with an invoice as requested; (c) education and/or related services are provided to LEA students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; or (d) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a LEA student. It is understood that no payments shall be made for any invoices that is not received by twelve (12) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected. The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a): the value of the service CONTRACTOR failed to perform; (b): the amount of overpayment; (c): the entire amount of the invoice for which satisfactory documentation has not been provided by CONTRACTOR as mutually agreed by LEA and CONTRACTOR (d): the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e): the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the LEA student. If LEA determines that cause exists to withhold payment to CONTRACTOR based exclusively on the above criteria in this Section, LEA shall, within ten (10) business days of receipt of an invoice (hereinafter referred to as the "DISPUTE PERIOD"), provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Unless CONTRACTOR receives notice of any such dispute within the DISPUTE PERIOD, such invoice shall be considered undisputed and shall be due and payable no later than 30 days of the date of such invoice. Within thirty (30) days from the date of receipt of any notice of dispute, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied. If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy. After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days. After sixty (60) business days: Disagreements between the LEA and CONTRACTOR concerning the Master Contract may be appealed to the County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code Section 56366(c) (2). Outstanding balances shall accrue interest at a rate equal to the lesser of one and one half percent (1.5%) per month or the maximum rate permitted by applicable law, from due date until paid, plus CONTRACTOR's reasonable costs of collection.

46. PAYMENT FROM OUTSIDE AGENCIES.

LEA understands that CONTRACTOR will not bill Medi-Cal or any other agency for the costs associated with the provision of services to LEA students. If CONTRACTOR bills Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to LEA students, CONTRACTOR shall notify LEA and, upon request, shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to LEA students.

47. STUDENT ABSENCES.

CONTRACTOR shall notify LEA of the absence of an LEA student no later than the fifth consecutive service day of the student's absence or as specified in the LEA Procedures.

48. INSPECTION AND AUDIT.

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit the books, records, documents, accounting procedures and practices and other evidence that reflects all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR may provide access, on request, to LEA to records as defined in Section 9 above. All records shall be provided to LEA by electronic means or, at LEA's request and expense, in hard copy, within a commercially reasonable period of a written request from LEA.

49. RATE SCHEDULE/ORDERING DOCUMENT.

In consideration for the Services, LEA agrees to pay CONTRACTOR, in accordance with the fees identified on the ORDERING DOCUMENT, all undisputed amounts are due within thirty (30) days of the invoice date. Outstanding balances shall accrue interest at a rate equal to the lesser of one and one-half percent (1.5%) per month or the maximum rate permitted by applicable law, from due date until date paid, plus CONTRACTOR'S reasonable costs of collection.

- (a) Clinical Services. The ORDERING DOCUMENT will list the clinical discipline of the services LEA purchases ("Clinical Services") referenced as SLP Services, SLP Supervision, OT Services, OT Supervision, BMH Services. These Clinical Services may be purchased as an Hourly Service or Annual Service.
- (b) Hourly Service Fee. If applicable, the ORDERING DOCUMENT may specify an Hourly Service Fee, for a particular discipline (SLP, OT, BMH) which is based on a per hour, per clinician pricing.
- (c) Annual Service Fee. If applicable, the ORDERING DOCUMENT may specify an Annual Service Fee, for a particular discipline (SLP, OT, BMH) which is based on the student group size and therapy hours (the assumptions will be listed). If LEA makes any changes, CONTRACTOR may make a pricing adjustment to the Annual Service Fee.
- (d) Student Administrative Fee. If applicable, the ORDERING DOCUMENT may specify Student Administrative Fee which will be billed in the first invoice and any Renewal Term on a per student, per service basis. At any time during the Term, if students are added to receive a Service, LEA will be billed Student Administrative Fee for those students during the month the services start.
- (e) Monthly Commitment. If applicable, the ORDERING DOCUMENT may specify a minimum dollar payment due each month during the Term ("Monthly Commitment"), excluding any Psychoeducational Assessment minimums. A Monthly Commitment fee will not be charged for (i) the month in which Services begin, or (ii) the last month of Services. If LEA's fees are less than the Monthly commitment, LEA will be billed the difference on a quarterly basis. For the month(s) exempt from a Monthly Commitment, LEA shall pay the total fees incurred for the month.

- (f) **Assessments Commitment.** If applicable, the ORDERING DOCUMENT may specify the minimum number of assessments (excluding Psychoeducational Assessments) for which payment is due at the end of the Term. Screenings, review of records, and evaluations may count towards this Assessment Commitment. At the end of the Term, CONTRACTOR will reconcile the Assessment Commitment with actual Assessments given, and LEA will be invoiced for the difference if the Assessment Commitment was not met.
- (g) **Psychoeducational Assessments Commitment.** If applicable, the ORDERING DOCUMENT may specify a minimum fee for psychoeducational assessments for which payment is due at the end of the Term. At the end of the Term, CONTRACTOR will reconcile the Psychoeducational Assessment Commitment fee with actual Psychoeducational Assessment fees billed, and LEA will be invoiced for the difference if the Psychoeducational Assessment Commitment fee was not met.
- (h) **Unplanned Student Absence Fee.** If LEA cancels a session with less than 24 hours advance notice or the session does not occur due to a student absence (“Unplanned Student Absence”), LEA agrees to pay CONTRACTOR the applicable Rate for the duration of the scheduled session. If LEA has agreed to be billed for a minimum number of hours in a period, e.g., one week, the duration of the session shall be applied toward such minimum for the period in which the session was scheduled to occur.
- (i) **Contracted Students.** If applicable, the ORDERING DOCUMENT may specify the number of students for whom LEA has purchased Services.
- (j) **Disputes.** LEA may dispute an invoice no later than twenty (20) calendar days from the date of the invoice. The parties will work together in good faith to resolve any disputes as soon as possible. Upon resolution, LEA shall remit the amount owed within ten (10) calendar days.

50. DEBARMENT CERTIFICATION

CONTRACTOR certifies that:

- (a) CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

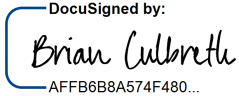
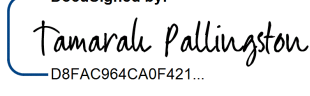
51. REPRESENTATIONS.

LEA hereby represents and warrants to CONTRACTOR as follows:

- (a) LEA has the right, power, and authority to enter into and perform its obligations under this Agreement,
- (b) LEA has obtained all necessary consents in accordance with its operations to execute and deliver this Agreement and perform its obligations under this Agreement,
- (c) the undersigned has the right, power and authority to enter into this Agreement on behalf of LEA,
- (d) this Agreement constitutes the legal, valid and binding obligation of LEA, enforceable against LEA in accordance with its terms, subject only to the effect, if any, of (A) applicable bankruptcy and other similar laws affecting the rights of creditors generally and (B) rules of law governing specific performance, injunctive relief and other equitable remedies,

- (e) the execution, delivery, performance of and compliance with this Agreement will not, with or without the passage of time, result in any violation or be in conflict with or constitute a default under any contract to which LEA is a party or any terms or provisions thereof,
- (f) LEA will comply with any applicable law concerning SERVICES, including but not limited to obtaining informed parental consent where required, and take no action that prevents or impedes CONTRACTOR or its employees, agents or SUBCONTRACTORS from complying with any applicable law,
- (g) any authorized representative of LEA (hereinafter referred to as a "LEA AUTHORIZED INDIVIDUAL") has the authority to enter into an ORDERING DOCUMENT for the provision of services,
- (h) that LEA has verified the accuracy, completeness and appropriateness of all students' medical, educational, demographic, disciplinary, and therapeutic-related information (hereinafter referred to as "STUDENT RECORDS") prior to LEA's providing CONTRACTOR with access to such STUDENT RECORDS,
- (i) that LEA acknowledges and agrees that the professional duty to educate, supervise and treat the students lies solely with LEA, and that the provision of SERVICES in no way replaces or substitutes for the professional judgment of LEA or a SUBCONTRACTOR,
- (j) that prior to receiving services, LEA will provide CONTRACTOR with the conditions described in the Environment, Equipment and Supervision Specifications, available at <https://www.presencelearning.com/tc/eq-spec>, and other conditions as set forth by CONTRACTOR, and that if LEA does not provide CONTRACTOR with the specified conditions, as determined by CONTRACTOR in its sole discretion, within 30 days of the beginning of a TERM, CONTRACTOR does not guarantee sufficient clinician availability to provide services, and
- (k) that LEA acknowledges that CONTRACTOR is not a healthcare provider or clinician, and that it cannot and does not independently review or verify the medical accuracy or completeness of STUDENT RECORDS made available to it pursuant to this Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first written above.

PresenceLearning, Inc.	LEA
By:  AFFB6B8A574F480...	By:  D8FAC964CA0F421...
Name: Brian Culbreth	Name: Tamarah Pallington
Title: CRO	Title: Director of Student Support Services
Date: 2022-05-30	Date: 2022-05-23



Equipment Schedule

This Equipment Schedule (the “Schedule”) is incorporated and made part of the Master Service Agreement (the “Agreement”) between PresenceLearning, Inc., (“PresenceLearning”) and entity named in the Service Order that is receiving the Services (“Customer”) and lists the terms and conditions of the purchase of hardware, test kits and materials (collectively “Equipment”) from PresenceLearning. Unless otherwise defined herein, capitalized terms shall have the definition set forth in the Agreement.

1. **Included Hardware.** In connection with the provision of the Services, Customer may, at Customer’s option, be provided with the following hardware at no additional cost.

Hardware Type	Units per Student
Webcam	1 for every 40 students
Headset	1 for every 10 students
Headset USB	1 for every 10 students
Splitter	1 for every 10 students

2. **Hardware Available for Purchase.** Customer may, at Customer’s option, purchase the additional hardware set forth below at the purchase prices set forth opposite each hardware type (note that the listed prices do not include any applicable tax or shipping costs):

Equipment Type	Price per unit
Standard webcam with tripod	\$49.00
ANDREA Over Ear USB headset	\$29.00
ANDREA 455 Stereo headset	\$25.00
ANDREA Y-100B Splitter	\$5.00
ANDREA USB Sound Card Adapter	\$14.00
iPad Splitter	\$10.00
Document Camera	\$85.00

Customer is not restricted from purchasing hardware from any other vendor or any third-party. A list of the recommended hardware providers and specifications is provided in Section 10.

3. **WISC-V Kits.**

- 3.1 Purchase of WISC-V Kits. If the Agreement provides that the Customer may access WISC-V assessments, Customer may purchase WISC-V test kits (each, a “Kit”) from PresenceLearning. Kits are not included in the price of the assessments. Each Kit comes with one (1) set of Block Design Blocks and one (1) Block Design Stimulus Book for use in connection with the WISC-V assessments. Prices of the Kits will be reflected in the Service Order entered into at the time the Kits are to be purchased.

WISC-V	Price per unit
WISC-V Stimulus Book	\$11.00
WISC-V Blocks	\$46.00

- 3.2 Tracking and Return of Kits. Customer understands and acknowledges that the Kits are considered trade secrets by their respective publishers and will make commercially reasonable efforts to retrieve the Kit from each student that received one. After a Kit has been used, Customer must arrange for the return of the Kit directly to Customer. On a quarterly basis, Customer will acknowledge and confirm to PresenceLearning that the Kits are in the Customer’s possession (in a mutually agreed upon manner). At no time will a Kit remain in

the possession of Customer's student once it has been used.

4. Delivery; Title; Risk of Loss.

4.1 Brick and Mortar Schools. PresenceLearning will ship Equipment directly to Customer at the address provided in the Agreement. If Customer's location is temporarily inaccessible due to COVID-related closures, PresenceLearning will temporarily ship Equipment to any other address provided by Customer.

4.2 Virtual School. PresenceLearning will ship the Equipment to the addresses provided by Customer.

4.3 FOB. PresenceLearning shall ship and deliver the Equipment FOB destination, and the title to and risk of loss of the Equipment will pass to Customer upon delivery.

4.4 Delivery Dates. All delivery dates are approximate. PresenceLearning shall not be liable for any losses, damage, penalties or expenses for failure to meet any expected delivery date.

4.5 Received and Accepted. Equipment is deemed received and accepted upon delivery to the address provided by Customer.

5. **Delivery Addresses**. Customer is solely responsible for providing the correct shipping address for each addressee that is to receive the Equipment. If Customer provides an incorrect address, then Customer will purchase replacement Equipment that will be delivered to the correct address. If Equipment is misdelivered due to PresenceLearning's error, PresenceLearning will promptly ship replacement Equipment to the correct address at no cost to Customer.

6. **Inspection of Goods**. Customer has the right to examine the Equipment upon receipt and has 3 days in which to notify PresenceLearning of any claim for damages based on the condition of the Equipment. Such notice must specify in detail the particulars of the claim. Failure to provide such notice within the requisite time period constitutes irrevocable acceptance of the equipment. Defective Equipment must be returned to PresenceLearning in accordance with accepted trade practices.

7. **Fees; Payment**. Customer agrees to pay for the Equipment according to the terms set forth in the applicable Service Order. Customer is responsible for all taxes and shipping, which fees may vary based on shipment destination.

8. **Disclaimer of Warranty**. PresenceLearning is not the manufacturer of the Equipment and the Equipment is being sold "as is," and the PresenceLearning disclaims all warranties of quality, whether express or implied, including the warranties of merchantability and fitness for particular purpose.

9. **Delay or Failure to Perform**. PresenceLearning will not be liable to Customer for any delay, non-delivery or default due to labor disputes, transportation shortage, Acts of God, or any other causes outside of PresenceLearning's control. PresenceLearning shall notify Customer immediately upon realization that it will not be able to deliver the Materials as promised.

10. **Suggested Hardware Specification**. The following is a list of suggested hardware and specifications for use in clinical services.

Hardware Type	Requirements	Suggested Brand	Suggested Model
Webcam with tripod	<ul style="list-style-type: none"> • Attachable tripod • Video resolution 1920X1080 • Auto focus • Field of View = 65° 	N/A	N/A
Headset	<ul style="list-style-type: none"> • Noise-canceling microphone • 40mm stereo speakers with deep bass sound deliver crystal clear audio 	ANDREA	EDU-455 STEREO HEADSET
Headset USB	<ul style="list-style-type: none"> • Noise-canceling microphone • 40mm stereo speakers with deep bass sound deliver crystal clear audio 	ANDREA	OVER EAR USB NC-455VM
Splitter	<ul style="list-style-type: none"> • Splitter cable allows you to connect 2 headphones simultaneously to your computer so parents and providers can monitor and listen to what the student is hearing 	ANDREA	Y-100B
Sound card	<ul style="list-style-type: none"> • External USB headset adapter with CD quality digital sample rates • Bypasses a computer's sound system, creating superior low-noise audio 	ANDREA	EDU-USB PL- CS-PRESENCE
Document camera	<ul style="list-style-type: none"> • Capture images of A4 and US letter pages • Built-in LED lights 	HUE	HD Pro Camera



Addendum to the Master Service Agreement

This Addendum (the “Addendum”) is hereby attached and made part of the existing Master Services Agreement (“Agreement”) between PresenceLearning and Customer. Unless otherwise defined herein, capitalized terms shall have the definition set forth in the Agreement. In the event of any conflicting definitions, terms or conditions between this Addendum and the Agreement, this Addendum shall control.

The parties agree to amend the Agreement as follows:

1. Clinical Services. The Service Order will list the clinical discipline of the services Customer has purchased, referenced by discipline type, which services may be purchased on an hourly or annual basis (other fees may apply), and include direct clinical therapy, indirect clinical services, IEP development, attendance to meetings (collectively, “Clinical Services”).

2. Clinician Conversion; Conversion Fee.

2.1. Clinician Conversion. During the Term of the Agreement, Customer may not, directly or indirectly, solicit, induce, hire, or attempt to induce or hire any PresenceLearning clinician except in accordance with the terms set forth in this Section 2.

2.2. Conversion Fee. Customer shall notify PresenceLearning of its intent to offer employment to any clinician not less than ten (10) calendar days prior to offering such employment (any clinician that accepts such offer of employment, a “Converted Clinician”). Upon the date a Converted Clinician commences employment with Customer (the “Conversion Effective Date”): (i) the Converted Clinician shall be allowed to continue to utilize the Platform (in the same manner and with the same functionality as the Converted Clinician utilized the Platform prior to the Conversion Effective Date) through the expiration of the Service Order pursuant to which the Converted Clinician was performing Services hereunder prior to becoming a Converted Clinician and (ii) Customer shall pay PresenceLearning the applicable fee set forth below (such fee, the “Conversion Fee”):

Calculation of Conversion Fee

Conversion Effective Date:	Conversion Fee:
July 1 st – September 30 th	\$20,000.00
October 1 st – December 31 st	\$15,000.00
January 1 st – March 31 st	\$10,000.00
April 1 st – June 30 th	\$5,000.00

3. Additional Fees.

3.1. Short-Term Assignments. If Customer requires PresenceLearning to deliver Clinical Services, excluding any Assessments or Evaluations, for periods that are not expected to exceed eighty-four calendar (84) days (such assignments, “Short-Term Assignments”), the fees for such Short-Term Assignments shall include an additional fee equal to 30% of the hourly service fee set forth in the applicable Service Order (the “Short-Term Premium”). For the avoidance of doubt, the Short-Term Premium shall not be due and payable with respect to any Assessments or Evaluations.

3.2. Bilingual Services Fee. If Customer requires PresenceLearning to deliver any services to students in a language other than English (such services, “Bilingual Services”) the fees for such Bilingual Services



shall include an additional fee equal to 20% of the hourly service fee set forth in the applicable Service Order.

3.3. Service Coordination Fee. If applicable, the Service Order may specify a Service Coordination Fee which will be billed monthly and will include planning, coordination and administration of services and other services not included in Clinical Services.

3.4. Unplanned Student Absence Fee. If Customer cancels a session with less than 24 hours advance notice, a session does not occur due to a student absence, or if a student fails to attend a session (each such instance, an “Unplanned Student Absence”), Customer agrees to pay Contractor (i) if the Unplanned Student Absence is from a therapy session, the applicable rate for the duration of such therapy session or (ii) if the Unplanned Student Absence is from an assessment, the applicable fee shall be \$20.00 for SLP assessment, \$20.00 for an OT assessment, or \$30.00 for a BMH assessment. If Customer has agreed to be billed for a minimum number of hours in a period, e.g., one week, the duration of the session shall be applied toward such minimum for the period in which the session was scheduled to occur.

Agreed to:

Agreed to:

Presence Learning, Inc.		Licensee: [Entity Name]	
By: <u>Brian Culbreth</u>	<u>2022-05-30</u>	By: <u>T. M. Pallington</u>	<u>05 / 20 / 2022</u>
<small>AFFB688A574F480...</small>	Authorized by Signature	Authorized by Signature	Date
Print Name: <u>Brian Culbreth</u>		Print Name: <u>Tamarah Pallington</u>	

TITLE	Presence Learning 22-23 SLP Master Contract
FILE NAME	Piner Olivet FY23 agreement_.pdf
DOCUMENT ID	84b85a830e55af3477960132268c9254a2f95651
AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Signed

Document History



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05 / 20 / 2022

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IP: 98.210.46.31



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SIGNED

05 / 20 / 2022

14:46:47 UTC

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IP: 98.210.46.31



COMPLETED

05 / 20 / 2022

14:46:47 UTC

The document has been completed.

**MEMORANDUM OF UNDERSTANDING BETWEEN
PINER-OLIVET UNION SCHOOL DISTRICT
AND
SONOMA COUNTY FAMILY YMCA
SUMMER SCHOOL/CAMP at Jack London
June 9, 2022 - July 8, 2022**

The purpose of this document is to provide durable understanding between the Piner-Olivet Union School District (hereinafter called "District") and the Sonoma County Family YMCA (hereinafter called "YMCA") concerning the operation of a Summer School/Camp Program (hereinafter called "Program").

1. This Agreement shall remain in effect from June 3, 2022 – July 15, 2022, unless terminated by one of the parties early as hereinafter provided or extended by the parties through a mutually agreeable written extension.
2. The YMCA will assist the School District in providing before and after school camp at Jack London Elementary School. The YMCA will provide summer camp starting at 7AM until summer school starts and then again in the afternoon from end of summer school until 6PM.
3. Students involved in the Program shall be registered YMCA program participants. Students shall be offered these services free of charge. No child shall be turned away, except in the case of overcapacity, either in student numbers or facility limit. Limits will be determined by School District.
4. District will pay the YMCA up to \$83,250. The YMCA will invoice the district based on actual student enrollment which will be determined by June 9, 2022.
5. Except as noted above, this Agreement constitutes the entire agreement between the parties and may only be modified, altered, revised, extended or renewed by mutual written consent of both parties, documented by the issuance of a written amendment, signed and dated by authorized representatives of both parties.

Piner-Olivet Union School District

Sonoma County Family YMCA:



Steve Charbonneau, Ed.D.
Superintendent

Michelle Head
Chief Operations Officer

Date: 06 / 03 / 2022

Date: _____

TITLE	YMCA Contract
FILE NAME	YMCA Summer Schoo...ck London MOU.pdf
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AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Signed

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IP: 98.37.200.135



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06 / 03 / 2022
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IP: 209.129.224.38



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