



# PINER-OLIVET UNION SCHOOL DISTRICT

## SPECIAL MEETING - GOVERNING BOARD

**Wednesday, June 16, 2021**  
**Meeting Opening 6:30 p.m.**  
Closed Session 6:32 p.m.  
**Public Session 7:00 p.m.**  
Adjournment 9:00 p.m.

**This meeting will be held virtually via Zoom.**  
**The public may observe and address the meeting by going to:**

Join Zoom Meeting  
<https://pousd-org.zoom.us/j/94760451944>

Meeting ID: 947 6045 1944  
One tap mobile  
+16699009128,,94760451944# US (San Jose)

### 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 always posted at each school, the District Office, and on our web site at [www.pousd.org](http://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](mailto:cmanno@pousd.org) at least two days before the meeting date.

[www.pousd.org](http://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

(No additional information required)

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. ACTION ITEMS

8.1 **Approval of Resolution # 552 for 2021-2022 Line of Credit with Sonoma County Treasury**

The Board of Trustees will review, discuss, and consider approval of Resolution #552 for 2021-2022 Line of Credit with Sonoma County Treasury. **(Action 1) (Pgs. 3-7)**

**8.2 Approval of the 2021-2022 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 review, discuss, and consider approval of the 2021-2022 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 2) (Pgs. 8-152)**

**8.3 Approval of the 2019-2020 and 2020-2021 Annual Update for Piner-Olivet Union School District**

The Board of Trustees will review, discuss, and consider approval of the 2019-2020 and 2020-2021 annual update for Piner-Olivet Union School District. **(Action 3) (Pgs. 153-218)**

**8.4 Approval of the 2019-2020 and 2020-2021 Annual Update for Olivet Elementary Charter School**

The Board of Trustees will review, discuss, and consider approval of the 2019-2020 and 2020-2021 annual update for Olivet Elementary Charter School. **(Action 4) (Pgs. 219-274)**

**8.5 Approval of the 2019-2020 and 2020-2021 Annual Update for Schaefer Charter School**

The Board of Trustees will review, discuss, and consider approval of the 2019-2020 and 2020-2021 annual update for Schaefer Charter School. **(Action 5) (Pgs. 275-332)**

**8.6 Approval of the 2019-2020 and 2020-2021 Annual Update for Piner-Olivet Charter School**

The Board of Trustees will review, discuss, and consider approval of the 2019-2020 and 2020-2021 annual update for Piner-Olivet Charter School. **(Action 6) (Pgs. 333-384)**

**8.7 Approval of the 2019-2020 and 2020-2021 Annual Update for Northwest Prep Charter School**

The Board of Trustees will review, discuss, and consider approval of the 2019-2020 and 2020-2021 annual update for Northwest Prep Charter School. **(Action 7) (Pgs. 385-441)**

**8.8 Approval of the 2021-2022 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Piner-Olivet Union School District**

The Board of Trustees will review, discuss, and consider approval of the 2021-2022 LCAP and Budget Overview for Parents for Piner-Olivet Union School District. **(Action 8) (Pgs. 442-493)**

**8.9 Approval of the 2021-2022 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for Olivet Elementary Charter School**

The Board of Trustees will review, discuss, and consider approval of the 2021-2022 LCAP and Budget Overview for Parents for Olivet Elementary Charter School. **(Action 9) (Pgs. 494-544)**

**8.10 Approval of the 2021-2022 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for Schaefer Charter School**

The Board of Trustees will review, discuss, and consider approval of the 2021-2022 LCAP and Budget Overview for Parents for Schaefer Charter School. **(Action 10) (Pgs. 545-594)**

**8.11 Approval of the 2021-2022 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Piner-Olivet Charter School**

The Board of Trustees will review, discuss, and consider approval of the 2021-2022 LCAP and Budget Overview for Parents for Piner-Olivet Charter School. **(Action 11) (Pgs. 595-642)**

**8.12 Approval of the 2021-2022 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for Northwest Prep Charter School**

The Board of Trustees will review, discuss, and consider approval of the 2021-2022 LCAP and Budget Overview for Parents for Northwest Prep Charter School. **(Action 12) (Pgs. 643-690)**

**9. 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."

**9.1 Approval of Minutes of Regular Board Meeting of June 9, 2021 (Consent 1) (Pgs. 691-694)**

**9.2 Approval of Contract between PresenceLearning and Piner-Olivet Union School District for Speech and Language Services from July 1, 2021 through June 30, 2022 (Consent 2) (Pgs. 695-722)**

**9.3 Approval of MOU between Sonoma County Superintendent of Schools as the Local Educational Agency for the North Coast School of Education Programs, Participating County Offices of Education, and Participating School districts and Employing Agencies from July 1, 2021 through June 30, 2022. (Consent 3) (Pgs. 723-728)**

**10. ADJOURNMENT**

## Agenda Item Summary

Action Item: **8.1 Approval of Resolution #522 2021-22 Line of Credit with Sonoma County Treasury**

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Special Meeting of: June 16, 2021

Action Item

Report Format: Oral

Attachment : Resolution

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**Presented by:** Kay Vang, CBO

### **Background**

Governing Boards can request a fund transfer from the Sonoma County Treasury under California Constitution, Article XVI, Section 6.

### **Plan/Discussion/Detail**

This resolution will allow the District to establish a line of credit with the County Treasury in the amount of \$3,000,000 and operate in case of a negative cash balance. Although the 2021-22 cash flow does not indicate negative cash balance, the District needs to be prepared for unforeseen circumstances.

### **Fiscal Impact**

Negative interest expense will be incurred if utilized.

### **Recommendation**

Approve as presented.

Resolution No. 552

Dated: June 16, 2021

RESOLUTION OF THE GOVERNING BOARD OF PINER-OLIVET UNION SCHOOL DISTRICT OF THE COUNTY OF SONOMA, STATE OF CALIFORNIA, REQUESTING FUND TRANSFER UNDER ARTICLE XVI, SECTION 6 OF THE STATE CONSTITUTION

RESOLVED by the Governing Board of the Piner-Olivet Union School District, a District of the County of Sonoma, State of California, that:

WHEREAS, this District does not have sufficient funds on hand to provide for the operation of the District during the 2021-2022 fiscal year, and

WHEREAS, Article XVI, Section 6 of the State Constitution authorizes a temporary transfer of funds in the custody of the County Treasurer upon approval of the Board of Supervisors, and

WHEREAS, the revenues to said District for the current fiscal year, 2021-22, are budgeted at \$13,945,683.

NOW, THEREFORE, IT IS DETERMINED AND ORDERED as follows:

1. That the Board of Supervisors of the County of Sonoma be and it is hereby requested to authorize a temporary transfer to this District on an as-needed basis of not to exceed \$3,000,000 during the 2021-22 fiscal year; said sum will not exceed 85% of the revenues to said District during said fiscal year.
2. For the convenience of the County Auditor-Controller-Treasurer-Tax Collector, a schedule of monthly anticipated cash flow is attached hereto.
3. That the Auditor-Controller-Treasurer-Tax Collector of the County of Sonoma be requested to recommend that the transfer is acknowledged.
4. That certified copies of this resolution be forwarded by the Clerk of this Board to the Board of Supervisors of the County of Sonoma and the Sonoma County Auditor-Controller-Treasurer-Tax Collector.

The foregoing resolution was introduced by \_\_\_\_\_,  
who moved its adoption, seconded by \_\_\_\_\_, and  
adopted on roll call on \_\_\_\_\_ [Date], by the following  
vote:

<u>Board Member</u>	<u>Vote</u>
<u>Cindy Pryor</u> _____	_____
<u>Mardi Hinton</u> _____	_____
<u>Janae Franicevic</u> _____	_____
<u>Mindy Mohr</u> _____	_____
<u>Tony Roehrick</u> _____	_____

Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_ Absent or not voting: \_\_\_\_\_

WHEREUPON, the Chair declared the foregoing resolution adopted, and  
SO ORDERED.

\_\_\_\_\_  
Chair

PINER- OLIVET UNION SCHOOL DISTRICT  
3450 COFFEY LANE  
SANTA ROSA, CALIFORNIA 95403

DATE: June 16, 2021

GENERAL FUND

ANTICIPATED MONTHLY ENDING BALANCES

From July 1, 2021 to June 30, 2022

	<u>Cash Income</u>	<u>Cash Expenditures</u>	<u>Cash Balances</u>
Beginning Cash Balance:			\$2,777,003
July	\$2,819,612	\$883,411	\$5,589,448
August	\$774,465	\$1,113,728	\$5,250,185
September	\$1,680,040	\$2,076,787	\$4,853,438
October	\$1,388,013	\$1,390,237	\$4,851,214
November	\$857,180	\$1,363,863	\$4,344,530
December	\$3,623,788	\$1,606,545	\$6,361,772
January	\$941,400	\$1,341,704	\$5,961,468
February	\$638,429	\$1,261,508	\$5,338,390
March	\$733,488	\$1,199,866	\$4,872,012
April	\$3,919,242	\$1,165,777	\$7,625,476
May	\$532,998	\$1,165,777	\$6,992,697
June	\$374,902	\$1,070,440	\$6,297,160
	*\$18,283,556	\$15,639,643	
Carry Over	_____		
Capital Outlay (Current Year)		_____	
General Reserves		_____	
Approp. for Contingencies		_____	
	\$ _____	\$ _____	\$ _____ -0-

**NOTE:** Copies of the Cash Flow Statement are to be attached to each Resolution.

\* Total cash income includes secured and unsecured taxes to be raised in current year budget plus estimated revenues (other than current property taxes).

CLERK'S CERTIFICATE

I, \_\_\_\_\_, Clerk of the Governing Board of the \_\_\_\_\_ District of the County of Sonoma, State of California, do hereby certify that the foregoing is a full, true and correct copy of a resolution duly adopted at a special/regular meeting of the Governing Board of said District, regularly held at the regular meeting place thereof, on \_\_\_\_\_ [Date], of which meeting all the members of said Governing Board had due notice.

I further certify that said resolution has not been amended, modified, or rescinded since the date of its adoption and the same is now in full force and effect.

ATTEST: This \_\_\_\_\_ day of \_\_\_\_\_ [Date].

\_\_\_\_\_  
Clerk of the Governing Board of the \_\_\_\_\_ District  
County of Sonoma, State of California

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**COUNTY TREASURER'S AUTHORIZATION**  
(Per County of Sonoma Resolution 91-0271)

The attached request for borrowing is in compliance with the requirements of Article XVI, Section 6, of the State Constitution and with Resolution 91-0271 of the County of Sonoma.

Approved By:

\_\_\_\_\_  
Erick Roeser  
Auditor-Controller-Treasurer-Tax Collector  
County of Sonoma

Date: \_\_\_\_\_

-----  
Amount to be collected on Property Tax Bill \_\_\_\_\_

Amount requested \_\_\_\_\_

Percent of Property Tax Bill Requested \_\_\_\_\_  
(Not to exceed 85% of outstanding property taxes)

treasres.doc

## Agenda Item Summary

**Action Item: 8.2    *Approval of 2021-2022 Budget for Piner-Olivet Union School District Including Olivet Elementary Charter School, Schaefer Charter School, Northwest Prep Charter, Piner-Olivet Charter School and Statement of Reasons for Excess Reserves***

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Special Meeting of: June 16, 2021	<b>Action Item</b>	Report Format: Oral
Attachment: Staff Report		

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**Presented by:** Kay Vang, CBO

**Background**

Districts must adopt a balanced budget by June 30. The District's 2021-22 Budget was available for public inspection on June 2, 2021. 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.

**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 2021-22 District Budget will be reviewed.

**Recommendation**

Adopt the budget as presented.





**PINER-OLIVET**  
UNION SCHOOL DISTRICT

2021-22  
District Budget

June 16, 2021

**Kay Vang**  
*Chief Business Official*

**Dr. Steve Charbonneau**  
*Superintendent*

**ANNUAL BUDGET REPORT:**  
July 1, 2021 Budget Adoption

Insert "X" in applicable boxes:

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.

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  
Date: June 02, 2021

Place: www.pousd.org see board agenda  
Date: June 09, 2021  
Time: 07:00 PM

Adoption Date: June 16, 2021

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	

<b>CRITERIA AND STANDARDS (continued)</b>			<b>Met</b>	<b>Not Met</b>
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	

<b>SUPPLEMENTAL INFORMATION</b>			<b>No</b>	<b>Yes</b>
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	

<b>SUPPLEMENTAL INFORMATION (continued)</b>			<b>No</b>	<b>Yes</b>
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		<ul style="list-style-type: none"> <li>If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2020-21) annual payment?</li> </ul>		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		<ul style="list-style-type: none"> <li>If yes, are they lifetime benefits?</li> </ul>	X	
		<ul style="list-style-type: none"> <li>If yes, do benefits continue beyond age 65?</li> <li>If yes, are benefits funded by pay-as-you-go?</li> </ul>	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:		
		<ul style="list-style-type: none"> <li>Certificated? (Section S8A, Line 1)</li> </ul>	X	
		<ul style="list-style-type: none"> <li>Classified? (Section S8B, Line 1)</li> <li>Management/supervisor/confidential? (Section S8C, Line 1)</li> </ul>	X	
S9	Local Control and Accountability Plan (LCAP)	<ul style="list-style-type: none"> <li>Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?</li> <li>Adoption date of the LCAP or an update to the LCAP:</li> </ul>		X
				Jun 16, 2021
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

<b>ADDITIONAL FISCAL INDICATORS</b>			<b>No</b>	<b>Yes</b>
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	

<b>ADDITIONAL FISCAL INDICATORS (continued)</b>			<b>No</b>	<b>Yes</b>
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

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to EC 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 \_\_\_\_\_  
Clerk/Secretary of the Governing Board  
(Original signature required)

Date of Meeting: \_\_\_\_\_

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  
2021-2022  
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  
**2021-2022 Budget Development and Operations Calendar**  
 Board Adopted: June 9, 2021

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 Curriculum Assistant	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 <sup>st</sup> 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 (Dir. Of Facilities)	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 1, 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 and 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 <sup>st</sup> 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 (Dir of Facilities)	CBO School Board	Begin to determine summer projects, funding for projects, bid
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 (Dir of Facilities)	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 (Dir of Facilities)	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 <sup>st</sup> meeting	Review report of summer maintenance/construction projects	CBO (Dir of Facilities)	CBO School Board	Review summer projects, funding for projects, and approve bids if needed
June – 1 <sup>st</sup> 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 <sup>nd</sup> 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 2022			
August	Resolution POU, State of California, Adoption of Conflict of Interest Code due by August 2022			

**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
  - .50 FTE Director of Innovative Learning per District (210 Days)
- ◆ 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

**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
<b>Piner-Olivet K-6</b>									
Jack London (2003)	336	331	345	302	279	278	267	254	244
Olivet (1969)	332	323	305	317	319	336	316	318	318
Schaefer (1990)	444	448	449	430	345	348	355	343	332
<b>Total CBEDS (enrollment)</b>	<b>1,112</b>	<b>1,102</b>	<b>1,099</b>	<b>1,049</b>	<b>943</b>	<b>962</b>	<b>938</b>	<b>915</b>	<b>894</b>
<b>Total P2 ADA</b>	<b>1,066.57</b>	<b>1,058.54</b>	<b>1,045.84</b>	<b>1,008.44</b>	<b>903.45</b>	<b>910.98</b>	<b>916.37</b>	<b>869.00</b>	<b>846.00</b>
<b>Percentage of ADA to CBEDS</b>	<b>0.959</b>	<b>0.961</b>	<b>0.952</b>	<b>0.961</b>	<b>0.958</b>	<b>0.947</b>	<b>0.977</b>	<b>0.950</b>	<b>0.946</b>
<b>Jack London K-6</b>									
K	42	48	47	29	36	33	34	33	33
1	39	43	48	44	33	35	33	32	32
2	42	36	48	42	46	35	36	31	31
3	68	41	35	48	44	46	35	35	31
4	53	70	41	36	46	44	46	35	37
5	57	60	69	44	32	49	42	45	34
6	29	28	52	59	38	33	37	40	43
SDC	Inc	Inc	Inc	Inc	Inc	Inc	Inc	Inc	Inc
NPS	6	5	5	0	4	3	4	3	3
<b>Total CBEDS (enrollment)</b>	<b>336</b>	<b>331</b>	<b>345</b>	<b>302</b>	<b>279</b>	<b>278</b>	<b>267</b>	<b>254</b>	<b>244</b>
<b>Total P2 ADA</b>	<b>340.50</b>	<b>329.66</b>	<b>342.07</b>	<b>307.51</b>	<b>272.56</b>	<b>267.49</b>	<b>272.88</b>	<b>245.00</b>	<b>235.00</b>
<b>Percentage of ADA to CBEDS</b>	<b>1.013</b>	<b>0.996</b>	<b>0.992</b>	<b>1.018</b>	<b>0.977</b>	<b>0.962</b>	<b>1.022</b>	<b>0.965</b>	<b>0.963</b>

School Year CBEDS Date	014/2015 Oct. 2014	015/2016 Oct. 2015	016/2017 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
<b>Olivet Charter K-6</b>									
K	73	68	64	60	67	68	59	61	61
1	39	49	47	48	43	46	46	46	46
2	23	39	50	47	46	45	45	45	45
3	55	29	37	48	47	50	45	45	45
4	32	53	30	38	44	48	43	44	43
5	54	30	52	30	43	42	45	41	42
6	47	51	19	46	29	37	33	36	36
Homestudy	9	4	6		Inc	Inc	Inc	Inc	Inc
<b>Total CBEDS (enrollment)</b>	<b>332</b>	<b>323</b>	<b>305</b>	<b>317</b>	<b>319</b>	<b>336</b>	<b>316</b>	<b>318</b>	<b>318</b>
<b>Total P2 ADA</b>	<b>301.78</b>	<b>299.90</b>	<b>286.89</b>	<b>300.41</b>	<b>303.71</b>	<b>316.67</b>	<b>316.67</b>	<b>301.00</b>	<b>301.00</b>
<b>Percentage of ADA to CBEDS</b>	<b>0.909</b>	<b>0.928</b>	<b>0.941</b>	<b>0.948</b>	<b>0.952</b>	<b>0.942</b>	<b>1.002</b>	<b>0.947</b>	<b>0.947</b>
<b>Schaefer Charter K-6</b>									
K	65	65	69	50	45	45	47	44	47
1	65	70	66	65	45	48	44	45	45
2	69	63	73	67	57	45	47	47	47
3	71	71	56	73	58	57	46	46	46
4	62	60	71	58	53	62	59	44	45
5	60	61	59	66	42	58	59	59	44
6	52	58	55	51	45	33	53	58	58
<b>Total CBEDS (enrollment)</b>	<b>444</b>	<b>448</b>	<b>449</b>	<b>430</b>	<b>345</b>	<b>348</b>	<b>355</b>	<b>343</b>	<b>332</b>
<b>Total P2 ADA</b>	<b>424.29</b>	<b>428.98</b>	<b>416.88</b>	<b>400.52</b>	<b>327.18</b>	<b>326.82</b>	<b>326.82</b>	<b>323.00</b>	<b>310.00</b>
<b>Percentage of ADA to CBEDS</b>	<b>0.956</b>	<b>0.958</b>	<b>0.928</b>	<b>0.931</b>	<b>0.948</b>	<b>0.939</b>	<b>0.921</b>	<b>0.942</b>	<b>0.934</b>

School Year CBEDS Date	014/2015 Oct. 2014	015/2016 Oct. 2015	016/2017 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
<b>Piner-Olivet Charter (1996)</b>									
6	0	0	0	0	0	0	0	0	0
7	109	98	98	106	104	100	100	100	100
8	102	108	103	100	97	109	101	101	101
Homestudy	7	12	6						
<b>Total CBEDS (enrollment)</b>	<b>218</b>	<b>218</b>	<b>207</b>	<b>206</b>	<b>201</b>	<b>209</b>	<b>201</b>	<b>201</b>	<b>201</b>
<b>Total P2 ADA</b>	<b>209.95</b>	<b>210.52</b>	<b>203.27</b>	<b>187.68</b>	<b>193.07</b>	<b>200.40</b>	<b>200.40</b>	<b>193.00</b>	<b>193.00</b>
<b>Percentage of ADA to CBEDS</b>	<b>0.963</b>	<b>0.966</b>	<b>0.982</b>	<b>0.911</b>	<b>0.961</b>	<b>0.959</b>	<b>0.997</b>	<b>0.960</b>	<b>0.960</b>
<b>Northwest Prep at Piner-Olivet (2004)</b>									
7	13	16	19	18	28	18	14	14	14
8	14	13	23	14	19	26	21	18	17
9	17	23	24	18	16	18	16	20	18
10	18	16	21	16	18	16	17	15	16
11	13	12	19	20	19	17	18	15	15
12	14	15	10	17	17	14	15	17	15
<b>Total CBEDS (enrollment)</b>	<b>89</b>	<b>95</b>	<b>116</b>	<b>103</b>	<b>117</b>	<b>109</b>	<b>101</b>	<b>99</b>	<b>95</b>
<b>Total P2 ADA</b>	<b>69.98</b>	<b>94.12</b>	<b>105.01</b>	<b>100.06</b>	<b>107.20</b>	<b>102.79</b>	<b>102.79</b>	<b>94.00</b>	<b>94.00</b>
<b>Percentage of ADA to CBEDS</b>	<b>0.786</b>	<b>0.991</b>	<b>0.905</b>	<b>0.971</b>	<b>0.916</b>	<b>0.943</b>	<b>1.018</b>	<b>0.949</b>	<b>0.989</b>
<b>Grand Total CBEDS</b>	<b>1,419</b>	<b>1,415</b>	<b>1,422</b>	<b>1,358</b>	<b>1,261</b>	<b>1,280</b>	<b>1,240</b>	<b>1,215</b>	<b>1,190</b>
<b>Grand Total P2 ADA</b>	<b>1,346.50</b>	<b>1,363.18</b>	<b>1,354.12</b>	<b>1,296.18</b>	<b>1,203.72</b>	<b>1,214.17</b>	<b>1,219.56</b>	<b>1,156.00</b>	<b>1,133.00</b>
<b>Grand Total Enrollment</b>	<b>1,419</b>	<b>1,415</b>	<b>1,422</b>	<b>1,358</b>	<b>1,261</b>	<b>1,280</b>	<b>1,240</b>	<b>1,215</b>	<b>1,190</b>

**PINER-OLIVET UNION SCHOOL DISTRICT**

**K-6 Program**

**BUDGET ASSUMPTIONS**

**2021-2022 Budget Development**

Based on the May Revise and BASC LCFF Calculator

District 43 General Funds (01, 04, 05)

	<b>Current Year</b>	<b>Budget Year</b>	<b>Subsequent Year #1</b>	<b>Subsequent Year #2</b>
<b>Revenue</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
LCFF Target COLA	0.00%	5.07%	2.48%	3.11%
Basic Aid Supplement	\$2,500,000	\$2,400,000	\$2,400,000	\$2,400,000
ADA (funded from P2)	Funded: 916.43 Actual: 916.43	Estimated Funded: 897.65 Estimated Actual: 875.75	Estimated Funded: 861.78 Estimated Actual: 851.79	Estimated Funded: 843.85 Estimated Actual: 833.73
Class Size Reduction	K-3 @ 24	K-3 @ 24	K-3 @ 24	K-3 @ 24
Supplemental Grant %				
Jack London/District - also used for Concentration Grant % for Charter Schools	48.09%	49.76%	49.55%	48.33%
Olivet	45.83%	45.73%	45.33%	45.53%
Schaefer	54.68%	55.12%	57.56%	56.71%
Other Revenue Changes				
Federal				
State				
Local	No Significant Changes	No Significant Changes	No Significant Changes	No Significant Changes
<b>Expenditures</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>Certificated Salaries</b>				
Staffing: FTE (includes Admin)	52.5	52.9	51.9	50.9
Step & Column	Actual expected costs are reflected	Actual expected costs are reflected	Actual expected costs are reflected	Actual expected costs are reflected
Contract Days - POEA	185	185	185	185
<b>Classified Salaries</b>				
Staffing: FTE (includes Management & Confidential)	36.9	36.9	34.9	33.9
Step & Column	Actual expected costs are reflected	Actual expected costs are reflected	Actual expected costs are reflected	Actual expected costs are reflected



**PINER-OLIVET UNION SCHOOL DISTRICT**  
**K-6 Program**  
**BUDGET ASSUMPTIONS**

<i><b>Expenditures continued</b></i>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>Benefits</b>				
STRS-Standard Rates	16.15%	16.92%	19.10%	19.10%
Other Cert	3.58%	4.75%	4.75%	4.75%
PERS-Standard Rates	20.70%	22.91%	26.10%	27.10%
Other Classified	9.78%	10.95%	10.95%	10.95%
State Unemployment Insurance	0.05%	1.23%	1.23%	1.23%
<b>Health/Welfare Benefits</b>				
Medical	Caps are \$850 single, \$1,000 double, \$1,200 family beginning 10/1/20	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 - Actual expected costs are reflected	No cap - 5.0% increase reflected	No cap	No cap
Retirement Incentive	\$ -	\$ -	\$ -	\$ -
<b>Other Expenditures</b>				
Books & Supplies	overall reduction in supplies	<b>Carnegie Learning Math Solution Year 1:</b> Olivet \$2,604.11, JL \$2,604.11, Schaefer \$3,708.23 <b>Math Learning Center:</b> Schaefer \$3,785.04, Olivet \$3,377.26, JL \$3,148.23	<b>Carnegie Learning Math Solution Year 2:</b> Olivet \$1,104.11, JL \$1,104.11, Schaefer \$2,208.23	<b>Carnegie Learning Math Solution Year 3:</b> Olivet \$1,104.12, JL \$1,104.12, Schaefer \$2,208.24
Services & Other Operating Expenses	Increases in PERS	RESIG Property/Liability increase by 25%, SPED Bus Service Cost increase by 19% and Home-to School Bus Service Cost increase by 17%	Increases in STRS/PERS	Increases in PERS
Capital Outlay	\$69,934	None	None	None
Special Ed Encroachment	\$1,778,560	\$1,801,156	\$1,832,682	\$ 1,887,783.00
Transfers In	To/From Charters, Cafe \$675,000	To/From Charters, Cafe \$675,000	To/From Charters, Cafe \$675,000	To/From Charters, Cafe \$675,000
Transfer Out	To/From Charters, Cafe \$785,167	To/From Charters, Cafe \$773,349	To/From Charters, Cafe \$773,349	To/From Charters, Cafe \$773,349

Piner-Olivet Union Elementary (70870) - FY21-22 Budget Dev - District				5/20/2021	
	2019-20	2020-21	2021-22	2022-23	2023-24
<b>SUMMARY OF FUNDING</b>					
<b>General Assumptions</b>					
COLA & Augmentation	3.26%	0.00%	5.07%	2.48%	3.11%
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%
<b>LCFF Entitlement</b>					
Base Grant	\$2,155,573	\$2,120,002	\$2,229,623	\$2,094,670	\$2,065,620
Grade Span Adjustment	126,198	118,091	125,188	113,068	112,183
Supplemental Grant	224,253	219,020	234,351	218,787	210,507
Concentration Grant	-	-	-	-	-
Add-ons: Targeted Instructional Improvement Block Grant	57,400	57,400	57,400	57,400	57,400
Add-ons: Home-to-School Transportation	165,000	165,000	165,000	165,000	165,000
Add-ons: Small School District Bus Replacement Program	-	-	-	-	-
<b>Total LCFF Entitlement Before Adjustments, ERT &amp; Additional State Aid</b>	<b>\$2,728,424</b>	<b>\$2,679,513</b>	<b>\$2,811,562</b>	<b>\$2,648,925</b>	<b>\$2,610,710</b>
Miscellaneous Adjustments	-	-	-	-	-
Economic Recovery Target	57,989	57,989	57,989	57,989	57,989
Additional State Aid	-	-	-	-	-
<b>Total LCFF Entitlement</b>	<b>2,786,413</b>	<b>2,737,502</b>	<b>2,869,551</b>	<b>2,706,914</b>	<b>2,668,699</b>
<b>LCFF Entitlement Per ADA</b>	<b>\$ 10,021</b>	<b>\$ 10,015</b>	<b>\$ 10,486</b>	<b>\$ 10,794</b>	<b>\$ 11,127</b>
<b>Components of LCFF By Object Code</b>					
State Aid (Object Code 8011)	\$ 1,392,287	\$ 1,366,942	\$ 1,468,819	\$ 1,384,727	\$ 1,382,666
EPA (for LCFF Calculation purposes)	\$ 102,914	\$ 75,354	\$ 54,730	\$ 50,156	\$ 47,970
<i>Local Revenue Sources:</i>					
Property Taxes (Object 8021 to 8089)	\$ 5,687,423	\$ 5,787,572	\$ 5,826,938	\$ 5,826,938	\$ 5,826,938
In-Lieu of Property Taxes (Object Code 8096)	(4,396,211)	(4,492,366)	(4,480,936)	(4,554,907)	(4,588,875)
Property Taxes net of In-Lieu	\$ 1,291,212	\$ 1,295,206	\$ 1,346,002	\$ 1,272,031	\$ 1,238,063
<b>TOTAL FUNDING</b>	<b>2,786,413</b>	<b>2,737,502</b>	<b>2,869,551</b>	<b>2,706,914</b>	<b>2,668,699</b>
Basic Aid Status	<i>Non-Basic Aid</i>	<i>Non-Basic Aid</i>	<i>Non-Basic Aid</i>	<i>Non-Basic Aid</i>	<i>Non-Basic Aid</i>
Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -
EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total LCFF Entitlement</b>	<b>2,786,413</b>	<b>2,737,502</b>	<b>2,869,551</b>	<b>2,706,914</b>	<b>2,668,699</b>

<b>SUMMARY OF EPA</b>					
% of Adjusted Revenue Limit - Annual	16.13801139%	37.69258175%	37.69000000%	37.69000000%	37.69000000%
% of Adjusted Revenue Limit - P-2	16.08698870%	37.69258175%	37.69000000%	37.69000000%	37.69000000%
EPA (for LCFF Calculation purposes)	\$ 102,914	\$ 75,354	\$ 54,730	\$ 50,156	\$ 47,970
EPA, Current Year (Object Code 8012) (P-2 plus Current Year Accrual)	\$ 102,914	\$ 75,354	\$ 54,730	\$ 50,156	\$ 47,970
EPA, Prior Year Adjustment (Object Code 8019) (P-A less Prior Year Accrual)	\$ (51,968.00)	\$ (50,901.00)	\$ -	\$ -	\$ -
Accrual (from Data Entry tab)	26 -	-	-	-	-

## Piner-Olivet Union Elementary (70870) - FY21-22 Budget Dev - District

5/20/2021

2019-20

2020-21

2021-22

2022-23

2023-24

**LCAP Percentage to Increase or Improve Services**

Base Grant ( <i>Excludes add-ons for TIIG and Transportation</i> )	\$	2,339,760	\$	2,296,082	\$	2,412,800	\$	2,265,727	\$	2,235,792
Supplemental and Concentration Grant funding in the LCAP year	\$	224,253	\$	219,020	\$	234,351	\$	218,787	\$	210,507
Percentage to Increase or Improve Services		9.58%		9.54%		9.71%		9.66%		9.42%

**SUMMARY OF STUDENT POPULATION****Unduplicated Pupil Population**

Enrollment		278		267		254		244		230
COE Enrollment		7		7		7		6		6
<b>Total Enrollment</b>		<b>285</b>		<b>274</b>		<b>261</b>		<b>250</b>		<b>236</b>
Unduplicated Pupil Count		136		137		123		119		112
COE Unduplicated Pupil Count		4		5		3		2		2
<b>Total Unduplicated Pupil Count</b>		<b>140</b>		<b>142</b>		<b>126</b>		<b>121</b>		<b>114</b>
Rolling %, Supplemental Grant		49.1400%		48.9300%		49.7600%		49.5500%		48.3300%
Rolling %, Concentration Grant	27	49.1400%		48.9300%		49.7600%		49.5500%		48.3300%

Olivet Elementary Charter (6066344) - FY21-22 Budget Dev		5/20/2021			
	2020-21	2021-22	2022-23	2023-24	
<b>SUMMARY OF FUNDING</b>					
<b>General Assumptions</b>					
COLA & Augmentation	0.00%	5.07%	2.48%	3.11%	
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%	
<b>LCFF Entitlement</b>					
Base Grant	\$2,452,882	\$2,449,664	\$2,510,510	\$2,571,321	
Grade Span Adjustment	157,741	157,008	160,737	165,390	
Supplemental Grant	237,984	238,406	242,176	249,205	
Concentration Grant	-	-	-	-	
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	
Add-ons: Home-to-School Transportation	-	-	-	-	
Add-ons: Small School District Bus Replacement Program	-	-	-	-	
<b>Total LCFF Entitlement Before Adjustments, ERT &amp; Additional State Aid</b>	<b>\$2,848,607</b>	<b>\$2,845,078</b>	<b>\$2,913,423</b>	<b>\$2,985,916</b>	
Miscellaneous Adjustments	-	-	-	-	
Economic Recovery Target	-	-	-	-	
Additional State Aid	-	-	-	-	
<b>Total LCFF Entitlement</b>	<b>2,848,607</b>	<b>2,845,078</b>	<b>2,913,423</b>	<b>2,985,916</b>	
<b>LCFF Entitlement Per ADA</b>	<b>\$ 8,996</b>	<b>\$ 9,452</b>	<b>\$ 9,679</b>	<b>\$ 9,986</b>	
<b>Components of LCFF By Object Code</b>					
State Aid (Object Code 8011)	\$ 1,219,615	\$ 1,296,695	\$ 1,326,467	\$ 1,382,726	
EPA (for LCFF Calculation purposes)	\$ 126,269	\$ 67,343	\$ 60,200	\$ 59,800	
<i>Local Revenue Sources:</i>					
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	
In-Lieu of Property Taxes (Object Code 8096)	\$ 1,502,723	\$ 1,481,040	\$ 1,526,756	\$ 1,543,390	
<i>Property Taxes net of In-Lieu</i>	\$ -	\$ -	\$ -	\$ -	
<b>TOTAL FUNDING</b>	<b>2,848,607</b>	<b>2,845,078</b>	<b>2,913,423</b>	<b>2,985,916</b>	
Basic Aid Status	\$ -	\$ -	\$ -	\$ -	
Excess Taxes	\$ -	\$ -	\$ -	\$ -	
EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	
<b>Total LCFF Entitlement</b>	<b>2,848,607</b>	<b>2,845,078</b>	<b>2,913,423</b>	<b>2,985,916</b>	
<b>SUMMARY OF EPA</b>					
% of Adjusted Revenue Limit - Annual	37.69258175%	37.69000000%	37.69000000%	37.69000000%	
% of Adjusted Revenue Limit - P-2	37.69258175%	37.69000000%	37.69000000%	37.69000000%	
EPA (for LCFF Calculation purposes)	\$ 126,269	\$ 67,343	\$ 60,200	\$ 59,800	
EPA, Current Year (Object Code 8012) (P-2 plus Current Year Accrual)	\$ 126,269	\$ 67,343	\$ 60,200	\$ 59,800	
EPA, Prior Year Adjustment (Object Code 8019) (P-A less Prior Year Accrual)	\$ (57,979.00)	\$ -	\$ -	\$ -	
Accrual (from Data Entry tab)	-	-	-	-	

Olivet Elementary Charter (6066344) - FY21-22 Budget Dev		5/20/2021			
	2020-21	2021-22	2022-23	2023-24	
<b>LCAP Percentage to Increase or Improve Services</b>					
Base Grant ( <i>Excludes add-ons for TIIG and Transportation</i> )	\$ 2,610,623	\$ 2,606,672	\$ 2,671,247	\$ 2,736,711	
Supplemental and Concentration Grant funding in the LCAP year	\$ 237,984	\$ 238,406	\$ 242,176	\$ 249,205	
Percentage to Increase or Improve Services	9.12%	9.15%	9.07%	9.11%	
<b>SUMMARY OF STUDENT POPULATION</b>					
<b>Unduplicated Pupil Population</b>					
Enrollment	317	318	318	315	
COE Enrollment	-	-	-	-	
<b>Total Enrollment</b>	<b>317</b>	<b>318</b>	<b>318</b>	<b>315</b>	
Unduplicated Pupil Count	142	145	145	143	
COE Unduplicated Pupil Count	-	-	-	-	
<b>Total Unduplicated Pupil Count</b>	<b>142</b>	<b>145</b>	<b>145</b>	<b>143</b>	
Rolling %, Supplemental Grant	45.5800%	45.7300%	45.3300%	45.5300%	
Rolling %, Concentration Grant	45.5800%	45.7300%	45.3300%	45.5300%	

Morrice Schaefer Charter (6109144) - FY21-22 Budget Dev - Schaefer		5/20/2021			
	2020-21	2021-22	2022-23	2023-24	
<b>SUMMARY OF FUNDING</b>					
<b>General Assumptions</b>					
COLA & Augmentation	0.00%	5.07%	2.48%	3.11%	
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%	
<b>LCFF Entitlement</b>					
Base Grant	\$2,533,700	\$2,632,213	\$2,587,988	\$2,625,109	
Grade Span Adjustment	147,624	144,310	148,902	153,619	
Supplemental Grant	289,905	306,084	309,597	315,163	
Concentration Grant	-	-	-	-	
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	
Add-ons: Home-to-School Transportation	-	-	-	-	
Add-ons: Small School District Bus Replacement Program	-	-	-	-	
<b>Total LCFF Entitlement Before Adjustments, ERT &amp; Additional State Aid</b>	<b>\$2,971,229</b>	<b>\$3,082,607</b>	<b>\$3,046,487</b>	<b>\$3,093,891</b>	
Miscellaneous Adjustments	-	-	-	-	
Economic Recovery Target	-	-	-	-	
Additional State Aid	-	-	-	-	
<b>Total LCFF Entitlement</b>	<b>2,971,229</b>	<b>3,082,607</b>	<b>3,046,487</b>	<b>3,093,891</b>	
<b>LCFF Entitlement Per ADA</b>	<b>\$ 9,091</b>	<b>\$ 9,544</b>	<b>\$ 9,827</b>	<b>\$ 10,144</b>	
<b>Components of LCFF By Object Code</b>					
State Aid (Object Code 8011)	\$ 1,291,495	\$ 1,422,507	\$ 1,412,080	\$ 1,458,530	
EPA (for LCFF Calculation purposes)	\$ 128,846	\$ 70,811	\$ 62,000	\$ 61,000	
<i>Local Revenue Sources:</i>					
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	
In-Lieu of Property Taxes (Object Code 8096)	\$ 1,550,888	\$ 1,589,289	\$ 1,572,407	\$ 1,574,361	
<i>Property Taxes net of In-Lieu</i>	\$ -	\$ -	\$ -	\$ -	
<b>TOTAL FUNDING</b>	<b>2,971,229</b>	<b>3,082,607</b>	<b>3,046,487</b>	<b>3,093,891</b>	
Basic Aid Status	\$ -	\$ -	\$ -	\$ -	
Excess Taxes	\$ -	\$ -	\$ -	\$ -	
EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	
<b>Total LCFF Entitlement</b>	<b>2,971,229</b>	<b>3,082,607</b>	<b>3,046,487</b>	<b>3,093,891</b>	
<b>SUMMARY OF EPA</b>					
% of Adjusted Revenue Limit - Annual	37.69258175%	37.69000000%	37.69000000%	37.69000000%	
% of Adjusted Revenue Limit - P-2	37.69258175%	37.69000000%	37.69000000%	37.69000000%	
EPA (for LCFF Calculation purposes)	\$ 128,846	\$ 70,811	\$ 62,000	\$ 61,000	
EPA, Current Year (Object Code 8012) (P-2 plus Current Year Accrual)	\$ 128,846	\$ 70,811	\$ 62,000	\$ 61,000	
EPA, Prior Year Adjustment (Object Code 8019) (P-A less Prior Year Accrual)	\$ (59,837.00)	\$ -	\$ -	\$ -	
Accrual (from Data Entry tab)	-	-	-	-	

Morrice Schaefer Charter (6109144) - FY21-22 Budget Dev - Schaefer		5/20/2021			
	2020-21	2021-22	2022-23	2023-24	
<b>LCAP Percentage to Increase or Improve Services</b>					
Base Grant (Excludes add-ons for TIG and Transportation )	\$ 2,681,324	\$ 2,776,523	\$ 2,736,890	\$ 2,778,728	
Supplemental and Concentration Grant funding in the LCAP year	\$ 289,905	\$ 306,084	\$ 309,597	\$ 315,163	
Percentage to Increase or Improve Services	10.81%	11.02%	11.31%	11.34%	
<b>SUMMARY OF STUDENT POPULATION</b>					
<b>Unduplicated Pupil Population</b>					
Enrollment	354	343	332	323	
COE Enrollment	-	-	-	-	
<b>Total Enrollment</b>	<b>354</b>	<b>343</b>	<b>332</b>	<b>323</b>	
Unduplicated Pupil Count	197	197	188	181	
COE Unduplicated Pupil Count	-	-	-	-	
<b>Total Unduplicated Pupil Count</b>	<b>197</b>	<b>197</b>	<b>188</b>	<b>181</b>	
Rolling %, Supplemental Grant	54.0600%	55.1200%	56.5600%	56.7100%	
Rolling %, Concentration Grant	48.9300%	48.9000%	48.6600%	48.3300%	

# BUDGET SUMMARY



# PINER-OLIVET UNION SCHOOL DISTRICT

To: The Governing Board  
From: Kay Vang, Chief Business Official  
Subject: The Budget for 2021-2022

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.

The May Revision is an opportunity for the Governor to recast his January State Budget proposals and present new proposals in view of a revised revenue outlook, legislative budget hearings, and stakeholder feedback. In this unprecedented public health crisis, 2021-22 is expected to be another very challenging year for school administration and finance staff. However, the Governor's May Revision is reflective of a strong economic turnaround, projecting unprecedented funding for K-12 public education. This budget provides for a super COLA and several one-time funding opportunities, with the creation of California for All Kids, a roadmap to address the gaps in early education, school nutrition, teacher support, class size, broadband access, and wraparound services.

The State of California is required to pass a balanced budget; in order to accomplish this, the State has made many adjustments that affect all Local Educational Authorities (LEAs). The Local Control Funding Formula (LCFF) COLA for 2021-22 projected at 1.7%, compounded with the deferred 2020-21 COLA of 2.31%, which equates to a 4.05% COLA. An additional 1.0% increase to the LCFF base calculates to a super COLA of 5.07% for 2021-22.

In 2020-21, a significant change that impacted the District budget was the deferral of the apportionment for February, March, April, May, and June to 2021-22. The impact will be no revenue received for those months of about \$2 million. The Governor's budget continues to propose paying off most of the K-12 cash deferrals.

## **General Fund** (District 43) (Funds 01, 04 and 05)

### ***Overall Condition of the District***

The multi-year projection shows deficit spending in the 2021-2022 and 2022-23 fiscal years of \$942,540 and \$57,457, respectively. The District currently has sufficient reserves to maintain a positive financial status in the 2021—22, 2020-23 and 2023-24 fiscal years. The ending fund balance in the 2021-22, 2022-23, and 2023-24 fiscal years is \$5,247,718, \$5,091,912, and \$5,015,200, respectively.

The local control funding formula (LCFF) calculation generates funding for each district based on ADA, grade level and the percentage of EL, low SES, and foster youth students. This budget is based on receiving COLAs of 5.07% in 2021-2022, 2.48% in 2022-2023 and 3.11% in 2023-2024.

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 \$2,500,000 for Basic Aid Supplement Funding in 2021-22 and \$2,400,000 in 2022-23 and 2023-24 fiscal years.

### ***Enrollment/ADA Trends***

The District receives the majority of its funding based on average daily attendance which is typically 95% of enrollment. The projected enrollment for 2021-2022 is 915 and is budgeted to decline over the subsequent years to 894 and 868. 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 LCFF formula is based on classes in grades K-3 being at 24 or less; all of Piner-Olivet's K-3 classes have 24 or less students.

**Status of Negotiations**

Negotiations for 2021-22 have settled. The impact of settlement has been incorporated into all budget years.

**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 \$49,757. The District budgets and expends a similar amount each year. The District also offered a retirement incentive program for 2016-2017. The retiree incentive program was fully paid during the 2019-2020 year.

**Encroachments**

Some restricted programs have higher expenditures than revenues. This is called an encroachment. There are two programs that have an encroachment at this time, Special Education and Cafeteria. The encroachment for special education is estimated to be \$1,801,156. The cafeteria program is anticipated to have an encroachment this year of \$98,349.

**Multiyear 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 2021-2022 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. The factors that drive the LCFF is enrollment multiplied by average daily attendance, the grade span of the student, K-3 class size, and students who are English Learners, low socio economic status, and foster youth.

**Other Revenues**

Federal revenue is being decreased by \$1,496,891 when comparing 2020-2021 to 2021-2022 due to one-time funding that will continue to be spent in 2021-22. Other State revenue has been decreased by \$464,295 in 2021-2022 due to one-time funding that will continue to be spent in the 2021-22 year. The SSC Dartboard was used to project lottery revenues for the budget and subsequent years. Local Revenue has remained comparative to prior year.

**Expenditures**

Salaries and benefits make up the majority of any educational agency’s budget. In developing the LCAPs for the District’s K-6 schools, some changes in personnel were made for the 2021-2022 budget. Those changes have been included in the projected expenditures for 2021-2022 and the two subsequent years. Changes in number of employees, statutory benefit rates, and changes in costs for health benefits packages are detailed on the Budget Assumption page. Overall, the expenditures budgeted for 2021-2022 are approximately \$623,715 more than 2020-2021. This is primarily due to expenses using one-time federal and state funds.

**Fund Balance** – At this point the budgeted year-end balance is \$6,288,607. Some portions of this balance are reserved or designated for specific purposes. A breakdown of the projected ending balance is as follows:

Revolving Cash	\$	3,000
Lottery/Restricted	\$	1,273,141
Designated for Technology & Special Education	\$	2,873,512
Designated for Economic Uncertainties (4.00%)	\$	601,987
Designated for Cash Flow (11.00%)	\$	1,536,967
Unassigned, Unrestricted	\$	0

### **Cash Position**

A cash flow analysis projected through this fiscal year-end has been completed and is attached. We anticipate that the District will not have negative cash flow during the 2021-22 year. However, the District is securing a line of credit with the County Treasure for safety measures.

### **Piner-Olivet Charter School Fund** (District 43) (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 Revise Dartboard. The multi-year projection and cash flow analysis combine both Piner-Olivet Charter School and Northwest Prep as both Funds roll up to the Charter Fund 09 now.

### **Northwest Prep at Piner-Olivet Fund** (District 43) (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. It is the only school in the District with a high school population. The Budget for Northwest Prep at Piner-Olivet is included in this packet. The budget is based on the SSC May Revise Dartboard. The multi-year projection and cash flow analysis combine both Piner-Olivet Charter School and Northwest Prep as both Funds roll up to the Charter Fund 09 now.

### **Cafeteria Fund** (Fund 13)

The Cafeteria Fund is utilized for depositing and expending funds related to the Food Service Program. Total revenue and expenditures budgeted for 2021-2022 is \$186,349, with a projected transfer in from the General Fund of \$98,349 to balance the fund. The program is projected to require a contribution every year in the future.

### **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 2021-2022, the projected fund balance is \$269,324.

### **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 advantages of moving the funds from the Deferred Maintenance Fund to the Special Reserve Funds were that this could only be done in 2009-2010 and would not be possible in future years and that the funds could be used in the calculation of the District's Reserve for Economic Uncertainty. Most of the funds have been used for deferred maintenance projects. The fund was almost totally depleted in 2013-2014. For 2021-2022, the projected fund balance is \$9,821.

### **Special Reserve Fund (OPEB)** (Fund 20)

Fund 20, Special Reserve Fund for Other Post Employment Benefits (OPEB), was created in 2014-2015. \$600,000 was transferred into the fund from the General Fund's unassigned reserve to begin to fund the District's \$1.1 million unfunded OPEB liability. The fund balance in 2021-2022 is projected at \$651,760.

**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 2021-2022 is \$5,834,941. It is projected that there will be bond project expenses made from this fund during 2021-2022.

**Capital Facilities Account Fund** (Fund 25)

The Capital Facilities Account Fund is utilized for depositing and expending developer fees. Total revenue budgeted for 2021-2022 is \$5,000, total expenditures budgeted are \$0 with a projected fund balance of \$780,559. Developer fees are not budgeted until they are received. It is anticipated that there will be developer fees collected and spent during 2021-2022 and that the budget would be updated periodically throughout the year to reflect those revenues and expenditures.

District:

Multi-Year Projection

Reporting Period:

Object Codes	Base Year -- Prior Fiscal Year -- enter year: 2020-21			Year 1 -- Budget Year -- enter year: 2021-22			Year 2 -- Projection -- enter year: 2022-23			Year 3 -- Projection -- enter year: 2023-24		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
COLA (enter percentage)	enter in "Total" column		2.31%	enter in "Total" column		5.07%	enter in "Total" column		2.48%	enter in "Total" column		3.11%
Gap Funding Rate (enter percentage)	enter in "Total" column			enter in "Total" column			enter in "Total" column		%	enter in "Total" column		
Current Year ADA			910.57			868.00			846.00			826.00
ADA for LCFF purposes (current or prior year)												
<b>Revenue</b>												
Local Control Funding Formula 8010-8099	11,093,752	218,957	11,312,709	11,293,209	218,957	11,512,166	11,066,824	218,957	11,285,781	11,148,506	218,957	11,367,463
Federal Revenues 8100-8299		2,025,840	2,025,840	-	528,949	528,949	-	528,949	528,949	-	528,949	528,949
State Revenues 8300-8599	157,097	1,206,347	1,363,444	150,402	748,747	899,149	150,873	542,108	692,981	151,479	542,640	694,119
Local Revenues 8600-8799	634,242	449,937	1,084,179	558,902	446,517	1,005,419	562,768	446,517	1,009,285	561,336	446,517	1,007,853
<b>Total Revenue</b>	<b>11,885,091</b>	<b>3,901,081</b>	<b>15,786,172</b>	<b>12,002,513</b>	<b>1,943,170</b>	<b>13,945,683</b>	<b>11,780,465</b>	<b>1,736,531</b>	<b>13,516,996</b>	<b>11,861,321</b>	<b>1,737,063</b>	<b>13,598,384</b>
<b>Expenditures</b>												
Certificated Salaries 1000-1999	4,705,463	540,506	5,245,969	4,529,805	664,319	5,194,124	4,511,647	580,821	5,092,468	4,469,492	580,821	5,050,313
Classified Salaries 2000-2999	1,337,508	514,799	1,852,307	1,488,796	439,412	1,928,208	1,461,483	439,412	1,900,895	1,447,466	439,412	1,886,878
Employee Benefits -- Statutory 33xx ; 3501-3699	296,120	75,334	371,454	350,525	87,721	438,246	343,020	83,750	426,770	337,455	83,750	421,205
Employee Benefits -- STRS 31xx	762,091	570,634	1,332,725	789,467	586,629	1,376,096	875,000	584,151	1,459,151	859,236	584,151	1,443,387
Employee Benefits -- PERS 32xx	250,781	107,285	358,066	273,673	114,090	387,763	303,367	129,975	433,342	310,624	134,955	445,579
Emp & Retiree Benefits -- Health & Welfare 34xx; 37xx;	859,008	116,072	975,080	750,603	163,477	914,080	750,603	151,830	902,433	750,603	151,830	902,433
Books and Supplies 4000-4999	231,285	898,276	1,129,561	201,485	1,502,970	1,704,455	200,967	150,184	351,151	203,852	150,368	354,220
Services, Other Operating Expenses 5000-5999	972,412	1,957,000	2,929,412	1,108,794	1,766,523	2,875,317	1,135,405	1,802,904	2,938,309	1,160,724	1,842,074	3,002,798
Capital Outlay 6000-6999	54,682	15,252	69,934	54,682	15,252	69,934	54,682	15,252	69,934	54,682	15,252	69,934
Other Outgo 7100-7499	(195,076)	195,076	-	(194,703)	194,703	-	(194,703)	194,703	-	(194,703)	194,703	-
<b>Total Expenditures</b>	<b>9,274,274</b>	<b>4,990,234</b>	<b>14,264,508</b>	<b>9,353,127</b>	<b>5,535,096</b>	<b>14,888,223</b>	<b>9,441,471</b>	<b>4,132,982</b>	<b>13,574,453</b>	<b>9,399,431</b>	<b>4,177,316</b>	<b>13,576,747</b>
<b>Excess (Deficiency)</b>	<b>2,610,817</b>	<b>(1,089,153)</b>	<b>1,521,664</b>	<b>2,649,386</b>	<b>(3,591,926)</b>	<b>(942,540)</b>	<b>2,338,994</b>	<b>(2,396,451)</b>	<b>(57,457)</b>	<b>2,461,890</b>	<b>(2,440,253)</b>	<b>21,637</b>
* Transfers In 8910-8929	675,000		675,000	675,000	-	675,000	675,000		675,000	675,000		675,000
* Transfers Out (enter as negative) 7610-7629	(675,000)	(110,167)	(785,167)	(675,000)	(98,349)	(773,349)	(675,000)	(98,349)	(773,349)	(675,000)	(98,349)	(773,349)
Other Sources 8930-8979			-			-			-			-
Other Uses (enter as negative) 7630-7699			-			-			-			-
Contri 8980-8999	(2,318,623)	2,318,623	-	(2,434,717)	2,434,717	-	(2,477,217)	2,477,217	-	(2,538,602)	2,538,602	-
<b>Total Transfers/Other Uses</b>	<b>(2,318,623)</b>	<b>2,208,456</b>	<b>(110,167)</b>	<b>(2,434,717)</b>	<b>2,336,368</b>	<b>(98,349)</b>	<b>(2,477,217)</b>	<b>2,378,868</b>	<b>(98,349)</b>	<b>(2,538,602)</b>	<b>2,440,253</b>	<b>(98,349)</b>
<b>Net Increase (Decrease)</b>	<b>292,194</b>	<b>1,119,303</b>	<b>1,411,497</b>	<b>214,669</b>	<b>(1,255,558)</b>	<b>(1,040,889)</b>	<b>(138,223)</b>	<b>(17,583)</b>	<b>(155,806)</b>	<b>(76,712)</b>	<b>-</b>	<b>(76,712)</b>
<b>Fund Balance</b>												
Beginning Balance	4,723,272	153,838	4,877,110	5,015,466	1,273,141	6,288,607	5,230,135	17,583	5,247,718	5,091,912	-	5,091,912
Audit Adjustment(s)			-			-			-			-
Net Ending Balance	5,015,466	1,273,141	6,288,607	5,230,135	17,583	5,247,718	5,091,912	-	5,091,912	5,015,200	-	5,015,200
<b>Components of Ending Balance:</b>												
Revolving Cash (nonspendable) 9711	3,000		3,000	3,000		3,000	3,000		3,000	3,000		3,000
Stores (nonspendable) 9712			-			-			-			-
Restricted 9740		1,273,141	1,273,141		17,583	17,583		-	-		-	-
Stabilization Arrangements (committed) 9750	1,536,967		1,536,967	1,707,877		1,707,877	1,641,488		1,641,488	1,564,684		1,564,684
Assigned 9780	2,873,512		2,873,512	2,892,794		2,892,794	2,873,511		2,873,511	2,873,512		2,873,512
Reserve for Econ.Uncert. (unassigned) 9789	601,987		601,987	626,464		626,464	573,913		573,913	574,004		574,004
Unassigned/Unappropriated Amount 9790	-	-	-	-	-	-	-	-	-	(0)	-	(0)
Net Ending Balance	5,015,466	1,273,141	6,288,607	5,230,135	17,583	5,247,718	5,091,912	-	5,091,912	5,015,200	-	5,015,200
	enter EUR percentage in the box below		4%	enter EUR percentage in the box below		4%	enter EUR percentage in the box below		4%	enter EUR percentage in the box below		4%
District Reserve for Economic Uncertainties:	601,987			626,463			573,912			574,004		
Fund 17 designated Res. For Econ. Uncert.	9821			9821			9821			9821		

Cashflow Report  
FY21-22 Budget Dev Fund 01  
Base Year 2021-22

Fund 01

Cashflow Report  
FY21-22 Budget Dev Fund 01  
Base Year 2021-22

Object Range	Budget/Req. Balance	2021						2022		2022					Accruals	Adjustments	TOTAL
		July	August	September	October	November	December	January	February	March	April	May	June				
<b>I. BEGINNING CASH</b>	<b>2,777,003.00</b>	<b>2,777,003.00</b>	<b>5,589,447.88</b>	<b>5,250,184.67</b>	<b>4,853,437.51</b>	<b>4,851,213.67</b>	<b>4,344,530.39</b>	<b>6,361,772.45</b>	<b>5,961,468.43</b>	<b>5,338,389.89</b>	<b>4,872,011.52</b>	<b>7,625,476.61</b>	<b>6,992,697.76</b>				
<b>I. RECEIPTS</b>																	
LCFF Sources																	
Principal Apportionment	8010-8019	6,878,426.00	334,281.20	334,281.20	649,906.66	601,706.16	601,706.16	649,906.66	601,706.16	601,706.16	649,906.66	601,706.16	601,706.16	48,200.50	601,706.16		6,878,426.00
Property Taxes	8020-8079	5,826,938.00						2,913,469.00				2,913,469.00					5,826,938.00
Miscellaneous Funds & LCFF Transfers	8080-8099	(1,193,198.00)		(84,729.30)	(169,458.60)	(112,972.40)	(112,972.40)	(112,972.40)	(112,972.40)	(112,972.40)	(197,681.93)	(98,870.62)	(98,870.62)				(1,193,198.00)
Federal Revenue	8100-8299	528,949.00				148,105.72				179,842.66				10,607.88	(98,811.31)		528,949.00
Other State Revenue	8300-8599	899,149.00		8,347.50		172,282.00	19,002.00	133,167.64	172,282.00					21,157.96			899,149.00
Other Local Revenue	8600-8799	1,005,419.00	30,162.57	30,162.57	40,216.76	100,541.90	40,216.76	40,216.76	100,541.90		130,450.11	172,282.00		43,581.00	47,754.75		1,005,419.00
Interfund Transfers In	8910-8929	675,000.00			675,000.00						150,812.85	150,812.85	30,162.57	251,354.75			675,000.00
All Other Financing Sources	8930-8999	0.00															0.00
<b>TOTAL RECEIPTS</b>		<b>14,620,683.00</b>	<b>364,443.77</b>	<b>288,061.97</b>	<b>1,195,664.82</b>	<b>909,663.38</b>	<b>547,952.52</b>	<b>3,623,787.66</b>	<b>941,400.32</b>	<b>638,429.02</b>	<b>733,487.69</b>	<b>3,919,242.05</b>	<b>532,998.11</b>	<b>374,902.09</b>	<b>550,649.60</b>		<b>14,620,683.00</b>
<b>DISBURSEMENTS</b>																	
Certificated Salaries	1000-1999	5,194,124.00	103,882.48	519,412.40	519,412.40	519,412.40	467,471.16	467,471.16	467,471.16	467,471.16	467,471.16	467,471.16	467,471.16	259,706.20			5,194,124.00
Classified Salaries	2000-2999	1,928,208.00	96,410.40	173,538.72	173,538.72	173,538.72	173,538.72	154,256.64	173,538.72	154,256.64	173,538.72	173,538.72	173,538.72	134,974.56			1,928,208.00
Employee Benefits	3000-3999	3,116,185.00	124,647.40	249,294.80	264,875.73	264,875.73	264,875.73	264,875.73	264,875.73	264,875.73	264,875.73	264,875.73	264,875.73	358,361.28			3,116,185.00
Books and Supplies	4000-4999	1,704,455.00	34,089.10	85,222.75	178,967.78	144,878.68	170,445.50	144,878.68	187,490.05	144,878.68	178,967.78	144,878.68	144,878.68	172,519.02	460,050.72		1,704,455.00
Capital Outlay	6000-6999	69,934.00			34,967.00				34,967.00								69,934.00
Other Outgo	7000-7499	0.00															0.00
Interfund Transfers Out	7600-7629	773,349.00			675,000.00					98,349.00							773,349.00
All Other Financing Uses	7630-7699	0.00															0.00
<b>TOTAL DISBURSEMENTS</b>		<b>15,661,572.00</b>	<b>445,288.89</b>	<b>1,113,728.18</b>	<b>2,076,786.98</b>	<b>1,390,237.22</b>	<b>1,363,862.81</b>	<b>1,606,545.60</b>	<b>1,341,704.34</b>	<b>1,261,507.56</b>	<b>1,199,866.06</b>	<b>1,165,776.96</b>	<b>1,165,776.96</b>	<b>1,070,439.73</b>	<b>460,050.72</b>		<b>15,661,572.00</b>
<b>BALANCE SHEET ITEMS</b>																	
<b>Assets and Deferred Outflows</b>																	
Cash Not in Treasury	9111-9199	0.00															0.00
Accounts Receivable	9200-9299	4,213,523.00	2,455,168.00	486,403.00	484,375.00	478,350.00	309,227.00										4,213,523.00
Due From Other Funds	9310	0.00															0.00
Stores	9320	0.00															0.00
Prepaid Expenditures	9330	0.00															0.00
Other Current Assets	9340	0.00															0.00
Deferred Outflows of Resources	9490	0.00															0.00
<b>SUBTOTAL</b>		<b>4,213,523.00</b>	<b>2,455,168.00</b>	<b>486,403.00</b>	<b>484,375.00</b>	<b>478,350.00</b>	<b>309,227.00</b>										<b>4,213,523.00</b>
<b>Liabilities and Deferred Inflows</b>																	
Accounts Payable	9500-9599	(438,122.00)	(438,122.00)														(438,122.00)
Due To Other Funds	9610	0.00															0.00
Current Loans	9640	0.00															0.00
Unearned Revenues	9650	0.00															0.00
Deferred Inflows of Resources	9690	0.00															0.00
<b>SUBTOTAL</b>		<b>(438,122.00)</b>	<b>(438,122.00)</b>														<b>(438,122.00)</b>
<b>Nonoperating</b>																	
Suspense Clearing	9910	0.00															0.00
<b>TOTAL BALANCE SHEET ITEMS</b>		<b>4,651,645.00</b>	<b>2,893,290.00</b>	<b>486,403.00</b>	<b>484,375.00</b>	<b>478,350.00</b>	<b>309,227.00</b>										<b>4,651,645.00</b>
<b>NET INCREASE/DECREASE (B - C + D)</b>		<b>3,610,756.00</b>	<b>2,812,444.88</b>	<b>(339,263.21)</b>	<b>(396,747.16)</b>	<b>(2,223.84)</b>	<b>(506,683.29)</b>	<b>2,017,242.06</b>	<b>(400,304.02)</b>	<b>(623,078.54)</b>	<b>(466,378.37)</b>	<b>2,753,465.09</b>	<b>(632,778.85)</b>	<b>(695,537.64)</b>	<b>90,598.88</b>		<b>3,610,756.00</b>
<b>ENDING CASH (A + E)</b>			<b>5,589,447.88</b>	<b>5,250,184.67</b>	<b>4,853,437.51</b>	<b>4,851,213.67</b>	<b>4,344,530.39</b>	<b>6,361,772.45</b>	<b>5,961,468.43</b>	<b>5,338,389.89</b>	<b>4,872,011.52</b>	<b>7,625,476.61</b>	<b>6,992,697.76</b>	<b>6,297,160.12</b>			<b>3,610,756.00</b>
<b>ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS</b>																	<b>6,387,759.00</b>

PINER-OLIVET  
CHARTER SCHOOL  
&  
NORTHWEST  
PREP

2021-2022  
BUDGET

**PINER-OLIVET CHARTER SCHOOL  
BUDGET ASSUMPTIONS**

**2021-2022 Budget Development**

Based on the May Revise and BASC LCFF Calculator

District 43 Fund 07

	<b>Current Year</b>	<b>Budget Year</b>	<b>Subsequent Year #1</b>	<b>Subsequent Year #2</b>
<b>Revenue</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
LCFF Target COLA	0.00%	5.07%	2.48%	3.11%
<i>Enrollment/ADA (funded)</i>				
Enrollment	201	Estimated: 201	Estimated: 201	Estimated: 201
ADA	200.4	Estimated: 193	Estimated: 193	Estimated: 193
<i>Supplemental Grant % - 3-Year Rolling %</i>	45.66%	45.99%	47.43%	46.77
<i>Concentration Grant % - District's % applies for Charter Schools</i>	48.09%	49.76%	49.55%	48.33%
<i>Other Revenue Changes</i>				
Federal				
State				
Local				
<b>Expenditures</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>Certificated Salaries</b>				
Staffing: FTE (includes Admin)	9.00	9.00	9.00	9.00
Step & Column	Actual expected costs are reflected	Actual expected costs are reflected	Actual expected costs are reflected	Actual expected costs are reflected
Contract Days - POEA	185	185	185	185
<b>Classified Salaries</b>				
Staffing: FTE (includes Management & Confidential)	5.06	5.06	5.06	5.06
Step & Column	Actual expected costs are reflected	Actual expected costs are reflected	Actual expected costs are reflected	Actual expected costs are reflected
<b>Benefits</b>				
STRS-Standard Rates	16.15%	16.92%	19.10%	19.10%
Other Cert	2.79%	2.79%	2.79%	4.75%
PERS-Standard Rates	20.70%	22.91%	26.10%	27.10%
Other Classified	8.99%	8.99%	8.99%	10.95%
State Unemployment Insurance	0.05%	1.23%	1.23%	1.23%



**PINER-OLIVET CHARTER SCHOOL  
BUDGET ASSUMPTIONS**

<i>Expenditures continued</i>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>Health/Welfare Benefits</b>				
Medical	Caps are \$850 single, \$1,000 double, \$1,200 family beginning 10/1/20	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 - Actual expected costs are reflected	No cap - 5.0% increase reflected	No cap	No cap
Retiree Health Benefits	\$ 14,534	\$ 14,295	\$ 13,230	
Retirement Incentive	\$ -	\$ -	\$ -	\$ -
<b>Other Expenditures</b>				
Books & Supplies	Increases due to CARES Act funding	<b>Carnegie Learning Math Solution Year 1:</b> \$19,027.45	<b>Carnegie Learning Math Solution Year 2:</b> \$9,527.45	<b>Carnegie Learning Math Solution Year 3:</b> \$9,527.46
Services & Other Operating Expenses	Increases due to CARES Act funding	RESIG Property/Liabilty increase of 25%	Minimal Changes	Minimal Changes
Capital Outlay	None	None	None	None
Special Ed Encroachment	\$20,000	\$20,000	\$20,000	\$20,000

**NORTHWEST PREP CHARTER SCHOOL  
BUDGET ASSUMPTIONS**

**2021-2022 Budget Development**

Based on the May Revise and BASC LCFF Calculator  
District 43 Fund 09

	<b>Current Year</b>	<b>Budget Year</b>	<b>Subsequent Year #1</b>	<b>Subsequent Year #2</b>
<b>Revenue</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
LCFF Target COLA	0.00%	5.07%	2.48%	3.11%
<i>Enrollment/ADA (funded)</i>				
Enrollment	101	Estimated: 99	Estimated: 95	Estimated: 94
ADA	102.79	Estimated: 94	Estimated: 94	Estimated: 92
<i>Supplemental Grant % - 3-Year Rolling %</i>	44.95%	43.69%	40.68%	40.28%
<i>Concentration Grant % - District's % applies for Charter Schools</i>	48.09%	49.76%	49.55%	48.33%
<i>Other Revenue Changes</i>				
Federal				
State				
Local				
<b>Expenditures</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>Certificated Salaries</b>				
Staffing: FTE (includes Admin)	6	6	6	6
Step & Column	Actual expected costs are reflected	Actual expected costs are reflected	Actual expected costs are reflected	Actual expected costs are reflected
Contract Days - POEA	185	185	185	185
<b>Classified Salaries</b>				
Staffing: FTE (includes Management & Confidential)	2.51	2.51	2.51	2.51
Step & Column	Actual expected costs are reflected	Actual expected costs are reflected	Actual expected costs are reflected	Actual expected costs are reflected
<b>Benefits</b>				
STRS-Standard Rates	16.15%	16.92%	19.10%	19.10%
Other Cert	3.58%	4.75%	4.75%	4.75%
PERS-Standard Rates	20.70%	22.91%	26.10%	27.10%
Other Classified	9.78%	10.95%	10.95%	10.95%
State Unemployment Insurance	0.05%	1.23%	1.23%	1.23%

**NORTHWEST PREP CHARTER SCHOOL  
BUDGET ASSUMPTIONS**

<i><b>Expenditures continued</b></i>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
<i><b>Health/Welfare Benefit</b></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	Caps are \$850 single, \$1,000 double, \$1,200 family
Dental/Vision/Life	No cap - Actual expected costs are reflected	No cap - 5.0% increase reflected	No cap	No cap
Retiree Health Benefits	\$ -	\$ -	\$ -	\$ -
Retirement Incentive	\$ -	\$ -	\$ -	\$ -
<i><b>Other Expenditures</b></i>				
Books & Supplies	Increases due to CARES Act funding	Minimal Changes	Minimal Changes	Minimal Changes
Services & Other Operating Expenses	Repay Rent to POUSD: \$10,000	RESIG Property/Liability Increase of 25% & Repay Rent to POUSD: \$10,000	Repay Rent to POUSD: \$10,000	Repay Rent to POUSD: \$10,000
Capital Outlay	None	None	None	None
Special Ed Encroachment	\$10,000	\$10,000	\$10,000	\$10,000

Piner-Olivet Charter (6113492) - FY21-22 Budget Dev - POCS		5/20/2021			
	2020-21	2021-22	2022-23	2023-24	
<b>SUMMARY OF FUNDING</b>					
<b>General Assumptions</b>					
COLA & Augmentation	0.00%	5.07%	2.48%	3.11%	
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%	
<b>LCFF Entitlement</b>					
Base Grant	\$1,613,220	\$1,632,394	\$1,672,924	\$1,725,034	
Grade Span Adjustment	-	-	-	-	
Supplemental Grant	149,449	150,148	158,694	161,360	
Concentration Grant	-	-	-	-	
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	
Add-ons: Home-to-School Transportation	-	-	-	-	
Add-ons: Small School District Bus Replacement Program	-	-	-	-	
<b>Total LCFF Entitlement Before Adjustments, ERT &amp; Additional State Aid</b>	<b>\$1,762,669</b>	<b>\$1,782,542</b>	<b>\$1,831,618</b>	<b>\$1,886,394</b>	
Miscellaneous Adjustments	-	-	-	-	
Economic Recovery Target	-	-	-	-	
Additional State Aid	-	-	-	-	
<b>Total LCFF Entitlement</b>	<b>1,762,669</b>	<b>1,782,542</b>	<b>1,831,618</b>	<b>1,886,394</b>	
<b>LCFF Entitlement Per ADA</b>	<b>\$ 8,796</b>	<b>\$ 9,236</b>	<b>\$ 9,490</b>	<b>\$ 9,774</b>	
<b>Components of LCFF By Object Code</b>					
State Aid (Object Code 8011)	\$ 691,932	\$ 751,343	\$ 800,419	\$ 851,559	
EPA (for LCFF Calculation purposes)	\$ 119,761	\$ 81,562	\$ 52,249	\$ 38,600	
<i>Local Revenue Sources:</i>					
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	
In-Lieu of Property Taxes (Object Code 8096)	\$ 950,976	\$ 949,637	\$ 978,950	\$ 996,235	
Property Taxes net of In-Lieu	\$ -	\$ -	\$ -	\$ -	
<b>TOTAL FUNDING</b>	<b>1,762,669</b>	<b>1,782,542</b>	<b>1,831,618</b>	<b>1,886,394</b>	
Basic Aid Status	\$ -	\$ -	\$ -	\$ -	
Excess Taxes	\$ -	\$ -	\$ -	\$ -	
EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	
<b>Total LCFF Entitlement</b>	<b>1,762,669</b>	<b>1,782,542</b>	<b>1,831,618</b>	<b>1,886,394</b>	
<b>SUMMARY OF EPA</b>					
% of Adjusted Revenue Limit - Annual	37.69258175%	37.69000000%	37.69000000%	37.69000000%	
% of Adjusted Revenue Limit - P-2	37.69258175%	37.69000000%	37.69000000%	37.69000000%	
EPA (for LCFF Calculation purposes)	\$ 119,761	\$ 81,562	\$ 52,249	\$ 38,600	
EPA, Current Year (Object Code 8012) (P-2 plus Current Year Accrual)	\$ 119,761	\$ 81,562	\$ 52,249	\$ 38,600	
EPA, Prior Year Adjustment (Object Code 8019) (P-A less Prior Year Accrual)	\$ (32,134.00)	\$ -	\$ -	\$ -	
Accrual (from Data Entry tab)	-	-	-	-	

Piner-Olivet Charter (6113492) - FY21-22 Budget Dev - POCS		5/20/2021			
	2020-21	2021-22	2022-23	2023-24	
<b>LCAP Percentage to Increase or Improve Services</b>					
Base Grant ( <i>Excludes add-ons for TIIG and Transportation</i> )	\$ 1,613,220	\$ 1,632,394	\$ 1,672,924	\$ 1,725,034	
Supplemental and Concentration Grant funding in the LCAP year	\$ 149,449	\$ 150,148	\$ 158,694	\$ 161,360	
Percentage to Increase or Improve Services	9.26%	9.20%	9.49%	9.35%	
<b>SUMMARY OF STUDENT POPULATION</b>					

Northwest Prep Charter (106344) - FY2021-22 Budget Dev - Northwest Prep		5/20/2021			
	2020-21	2021-22	2022-23	2023-24	
<b>SUMMARY OF FUNDING</b>					
<b>General Assumptions</b>					
COLA & Augmentation	0.00%	5.07%	2.48%	3.11%	
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%	
<b>LCFF Entitlement</b>					
Base Grant	\$906,540	\$880,557	\$901,998	\$909,792	
Grade Span Adjustment	15,025	16,223	16,529	16,586	
Supplemental Grant	83,420	78,361	74,731	74,629	
Concentration Grant	-	-	-	-	
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	
Add-ons: Home-to-School Transportation	-	-	-	-	
Add-ons: Small School District Bus Replacement Program	-	-	-	-	
<b>Total LCFF Entitlement Before Adjustments, ERT &amp; Additional State Aid</b>	<b>\$1,004,985</b>	<b>\$975,141</b>	<b>\$993,258</b>	<b>\$1,001,007</b>	
Miscellaneous Adjustments	-	-	-	-	
Economic Recovery Target	-	-	-	-	
Additional State Aid	-	-	-	-	
<b>Total LCFF Entitlement</b>	<b>1,004,985</b>	<b>975,141</b>	<b>993,258</b>	<b>1,001,007</b>	
<b>LCFF Entitlement Per ADA</b>	<b>\$ 9,777</b>	<b>\$ 10,374</b>	<b>\$ 10,567</b>	<b>\$ 10,881</b>	
<b>Components of LCFF By Object Code</b>					
State Aid (Object Code 8011)	\$ 398,509	\$ 420,527	\$ 438,644	\$ 458,193	
EPA (for LCFF Calculation purposes)	\$ 118,697	\$ 92,096	\$ 77,820	\$ 67,925	
<i>Local Revenue Sources:</i>					
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	
In-Lieu of Property Taxes (Object Code 8096)	\$ 487,779	\$ 462,518	\$ 476,794	\$ 474,889	
Property Taxes net of In-Lieu	\$ -	\$ -	\$ -	\$ -	
<b>TOTAL FUNDING</b>	<b>1,004,985</b>	<b>975,141</b>	<b>993,258</b>	<b>1,001,007</b>	
Basic Aid Status	\$ -	\$ -	\$ -	\$ -	
Excess Taxes	\$ -	\$ -	\$ -	\$ -	
EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	
<b>Total LCFF Entitlement</b>	<b>1,004,985</b>	<b>975,141</b>	<b>993,258</b>	<b>1,001,007</b>	
<b>SUMMARY OF EPA</b>					
% of Adjusted Revenue Limit - Annual	37.69258175%	37.69000000%	37.69000000%	37.69000000%	
% of Adjusted Revenue Limit - P-2	37.69258175%	37.69000000%	37.69000000%	37.69000000%	
EPA (for LCFF Calculation purposes)	\$ 118,697	\$ 92,096	\$ 77,820	\$ 67,925	
EPA, Current Year (Object Code 8012) (P-2 plus Current Year Accrual)	\$ 118,697	\$ 92,096	\$ 77,820	\$ 67,925	
EPA, Prior Year Adjustment (Object Code 8019) (P-A less Prior Year Accrual)	\$ 309.00	\$ -	\$ -	\$ -	
Accrual (from Data Entry tab)	-	-	-	-	

Northwest Prep Charter (106344) - FY2021-22 Budget Dev - Northwest Prep			5/20/2021	
	2020-21	2021-22	2022-23	2023-24
<b>LCAP Percentage to Increase or Improve Services</b>				
Base Grant (Excludes add-ons for TIIG and Transportation )	\$ 921,565	\$ 896,780	\$ 918,527	\$ 926,378
Supplemental and Concentration Grant funding in the LCAP year	\$ 83,420	\$ 78,361	\$ 74,731	\$ 74,629
Percentage to Increase or Improve Services	9.05%	8.74%	8.14%	8.06%

**PINER-OLIVET CHARTER & NORTHWEST PREP CHARTER SCHOOL**  
**MULTI-YEAR PROJECTION FOR BUDGET YEAR 2021-2022 Budget Development**  
**BASED ON GOVERNOR'S MAY REVISE AND BASC LCFF CALCULATOR**

	Account Codes	Actuals 2020-2021	Budget 2021-2022	Difference	Budget 2022-2023	Difference	Budget 2023-2024	Difference
<b>REVENUE</b>								
General State Aid - LCFF	8000-8099	2,764,953	2,757,683	(7,270)	2,824,876	67,193	2,887,401	62,525
Federal Revenue	8100-8299	402,109	79,563	(322,546)	79,563	-	79,563	-
Other State Revenue	8300-8599	272,921	298,330	25,409	176,348	(121,982)	176,566	218
Local Revenue	8600-8799	24,286	6,786	(17,500)	7,166	380	7,025	(141)
<b>Total Revenue</b>		<b>3,464,269</b>	<b>3,142,362</b>	<b>(321,907)</b>	<b>3,087,953</b>	<b>(54,409)</b>	<b>3,150,555</b>	<b>62,602</b>
<b>EXPENDITURES</b>								
Salaries - Certificated	1000-1999	1,368,171	1,494,704	126,533	1,517,124	22,420	1,539,881	22,757
Salaries - Classified	2000-2999	310,453	339,190	28,737	338,744	(446)	342,131	3,387
Benefits	3000-3999	722,629	780,843	58,214	825,049	44,206	834,880	9,831
Supplies	4000-4999	217,150	439,881	222,731	92,681	(347,200)	92,941	260
Contracted Services	5000-5999	567,252	304,879	(262,373)	310,528	5,649	317,306	6,778
Sites, Buildings, Equipment	6000-6999	-	-	-	-	-	-	-
Other Outgo (Includes Transfers Out)	7000-7999	10,000	10,000	-	10,000	-	10,000	-
<b>Total Expenditures</b>		<b>3,195,655</b>	<b>3,369,497</b>	<b>173,842</b>	<b>3,094,126</b>	<b>(275,371)</b>	<b>3,137,139</b>	<b>43,013</b>
<b>Excess (Deficiency) of Revenues Over Expenditures Before Other Financing Sources and Uses</b>		<b>268,614</b>	<b>(227,135)</b>		<b>(6,173)</b>		<b>13,416</b>	
<b>FUND BALANCE, RESERVES</b>								
<b>Beginning Balance</b>		<b>926,655</b>	<b>1,195,269</b>	<b>268,614</b>	<b>968,134</b>	<b>(227,135)</b>	<b>961,961</b>	<b>(6,173)</b>
<b>Ending Balance</b>		<b>1,195,269</b>	<b>968,134</b>	<b>(227,136)</b>	<b>961,961</b>	<b>(6,173)</b>	<b>975,377</b>	<b>13,416</b>
<i>Components of Ending Balance</i>								
Revolving Cash	9711	6,000	6,000	-	6,000	-	6,000	-
Reserve for Economic Uncertainties	9789	127,826	134,780	6,954	123,765	(11,015)	125,486	1,721
Reserve for Cash Flow	978x	350,422	369,545	19,123	339,254	(30,291)	343,985	4,731
Reserve for Safety Grant	978x	-	-	-	-	-	-	-
Reserve for Restricted Accounts	978x	-	-	-	-	-	-	-
Undesignated/Unrestricted Reserve	9790	711,021	457,809	(253,211)	492,942	35,133	499,906	6,964

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Piner-Olivet Union Elementary  
49-70870-000000

**Cashflow Report**  
**FY21-22 Budget Dev Fund 09**  
Base Year 2021-22

Fund 09

**Cashflow Report**  
**FY21-22 Budget Dev Fund 09**  
Base Year 2021-22

Object Range	Budget/Beg. Balance	2021								2022					Accruals	Adjustments	TOTAL
		July	August	September	October	November	December	January	February	March	April	May	June				
<b>A. BEGINNING CASH</b>	<b>779,404.00</b>	<b>779,404.00</b>	<b>1,260,331.98</b>	<b>1,276,306.65</b>	<b>1,441,374.75</b>	<b>1,538,120.20</b>	<b>1,508,127.96</b>	<b>1,496,889.92</b>	<b>1,424,910.34</b>	<b>1,336,943.98</b>	<b>1,386,634.61</b>	<b>1,316,465.85</b>	<b>1,224,891.83</b>				
<b>B. RECEIPTS</b>																	
<b>LCFF Sources</b>																	
Principal Apportionment	8010-8019 1,345,528.00	58,593.50	58,593.50	148,882.80	105,468.30	105,468.30	148,882.80	105,468.30	105,468.30	148,882.80	105,468.30	105,468.30	43,414.50	105,468.30		1,345,528.00	
Property Taxes	8020-8079 0.00																
Miscellaneous Funds & LCFF Transfers	8080-8099 1,412,155.00		84,729.30	169,458.60	112,972.40	112,972.40	112,972.40	112,972.40	112,972.40	197,681.93	98,870.62	98,870.62	98,870.62	98,811.31		1,412,155.00	
Federal Revenue	8100-8299 79,563.00			27,847.05			11,934.45	11,934.45			27,847.05					79,563.00	
Other State Revenue	8300-8599 298,330.00		61,076.00	61,076.00	112,214.00	6,851.00	14,278.25			14,278.25			14,278.25	14,278.25		298,330.00	
Other Local Revenue	8600-8799 6,786.00				1,696.50							3,393.00				6,786.00	
Interfund Transfers in	8910-8929 0.00																
All Other Financing Sources	8930-8999 0.00																
<b>TOTAL RECEIPTS</b>	<b>3,142,362.00</b>	<b>58,593.50</b>	<b>204,398.80</b>	<b>407,264.45</b>	<b>332,351.20</b>	<b>225,291.70</b>	<b>288,067.90</b>	<b>230,375.15</b>	<b>220,137.20</b>	<b>360,842.98</b>	<b>232,185.97</b>	<b>207,731.92</b>	<b>156,563.37</b>	<b>218,557.86</b>		<b>3,142,362.00</b>	
<b>C. DISBURSEMENTS</b>																	
Certificated Salaries	1000-1999 1,494,704.00	44,841.12	134,523.36	134,523.36	134,523.36	134,523.36	134,523.36	134,523.36	134,523.36	134,523.36	134,523.36	134,523.36	104,629.28			1,494,704.00	
Classified Salaries	2000-2999 339,190.00	10,175.70	30,527.10	30,527.10	30,527.10	30,527.10	30,527.10	30,527.10	30,527.10	30,527.10	30,527.10	30,527.10	23,743.30			339,190.00	
Employee Benefits	3000-3999 780,843.00	23,425.29	70,275.87	70,275.87	70,275.87	70,275.87	70,275.87	70,275.87	70,275.87	70,275.87	70,275.87	70,275.87	54,659.01			780,843.00	
Books and Supplies	4000-4999 439,881.00	8,797.62	13,196.43	48,386.91	43,988.10	39,589.29	39,589.29	48,386.91	39,589.29	48,386.91	39,589.29	39,589.29	30,791.67			439,881.00	
Services	5000-5999 304,879.00	3,048.79	9,146.37	27,439.11	24,390.32	24,390.32	24,390.32	27,439.11	24,390.32	27,439.11	27,439.11	24,390.32	21,341.53	39,634.27		304,879.00	
Capital Outlay	6000-6999 0.00																
Other Outgo	7000-7499 0.00																
Interfund Transfers Out	7600-7629 10,000.00													10,000.00		10,000.00	
All Other Financing Uses	7630-7699 0.00																
<b>TOTAL DISBURSEMENTS</b>	<b>3,369,497.00</b>	<b>90,288.52</b>	<b>257,669.13</b>	<b>311,152.35</b>	<b>303,704.75</b>	<b>299,305.94</b>	<b>299,305.94</b>	<b>302,354.73</b>	<b>308,103.56</b>	<b>311,152.35</b>	<b>302,354.73</b>	<b>299,305.94</b>	<b>245,164.79</b>	<b>39,634.27</b>		<b>3,369,497.00</b>	
<b>D. BALANCE SHEET ITEMS</b>																	
<b>Assets and Deferred Outflows</b>																	
Cash Not in Treasury	9111-9199 0.00																
Accounts Receivable	9200-9299 605,349.00	355,027.00	69,245.00	68,956.00	68,099.00	44,022.00										605,349.00	
Due From Other Funds	9310 0.00																
Stores	9320 0.00																
Prepaid Expenditures	9330 0.00																
Other Current Assets	9340 0.00																
Deferred Outflows of Resources	9490 0.00																
<b>SUBTOTAL</b>	<b>605,349.00</b>	<b>355,027.00</b>	<b>69,245.00</b>	<b>68,956.00</b>	<b>68,099.00</b>	<b>44,022.00</b>										<b>605,349.00</b>	
<b>Liabilities and Deferred Inflows</b>																	
Accounts Payable	9500-9599 (157,596.00)	(157,596.00)														(157,596.00)	
Due To Other Funds	9610 0.00																
Current Loans	9640 0.00																
Unearned Revenues	9650 0.00																
Deferred Inflows of Resources	9690 0.00																
<b>SUBTOTAL</b>	<b>(157,596.00)</b>	<b>(157,596.00)</b>														<b>(157,596.00)</b>	
<b>Nonoperating</b>																	
Suspense Clearing	9910 0.00																
<b>TOTAL BALANCE SHEET ITEMS</b>	<b>762,945.00</b>	<b>512,623.00</b>	<b>69,245.00</b>	<b>68,956.00</b>	<b>68,099.00</b>	<b>44,022.00</b>										<b>762,945.00</b>	
<b>E. NET INCREASE/DECREASE (B - C + D)</b>	<b>535,810.00</b>	<b>480,927.98</b>	<b>15,974.67</b>	<b>165,068.10</b>	<b>96,745.45</b>	<b>(29,992.24)</b>	<b>(11,238.04)</b>	<b>(71,979.58)</b>	<b>(87,966.36)</b>	<b>49,690.63</b>	<b>(70,168.76)</b>	<b>(91,574.02)</b>	<b>(88,601.42)</b>	<b>178,923.59</b>		<b>535,810.00</b>	
<b>F. ENDING CASH (A + E)</b>		<b>1,260,331.98</b>	<b>1,276,306.65</b>	<b>1,441,374.75</b>	<b>1,538,120.20</b>	<b>1,508,127.96</b>	<b>1,496,889.92</b>	<b>1,424,910.34</b>	<b>1,336,943.98</b>	<b>1,386,634.61</b>	<b>1,316,465.85</b>	<b>1,224,891.83</b>	<b>1,136,290.41</b>				
<b>G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS</b>																<b>1,315,214.00</b>	

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	1,004,414.00	2,757,683.00	174.6%
2) Federal Revenue		8100-8299	120,478.00	79,563.00	-34.0%
3) Other State Revenue		8300-8599	132,509.00	298,330.00	125.1%
4) Other Local Revenue		8600-8799	13,500.00	6,786.00	-49.7%
5) TOTAL, REVENUES			1,270,901.00	3,142,362.00	147.3%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	483,892.00	1,494,704.00	208.9%
2) Classified Salaries		2000-2999	95,454.00	339,190.00	255.3%
3) Employee Benefits		3000-3999	247,187.00	780,843.00	215.9%
4) Books and Supplies		4000-4999	67,509.00	439,881.00	551.6%
5) Services and Other Operating Expenditures		5000-5999	232,434.00	304,879.00	31.2%
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			1,126,476.00	3,359,497.00	198.2%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			144,425.00	(217,135.00)	-250.3%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			134,425.00	(227,135.00)	-269.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	926,655.00	1,061,080.00	14.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			926,655.00	1,061,080.00	14.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			926,655.00	1,061,080.00	14.5%
2) Ending Balance, June 30 (E + F1e)			1,061,080.00	833,945.00	-21.4%
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			337,349.00	109,285.00	-67.6%
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	717,731.00	718,660.00	0.1%
Reserve for charters	0000	9780		255,474.00	
Reserve for POCS and NWP	0000	9780		370,191.00	
Materials	1100	9780		39,409.00	
Materials for POCS	1100	9780		53,586.00	
Reserve for Charters	0000	9780	624,736.00		
Reserve for Charters	1100	9780	92,995.00		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	377,289.49		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	2,469.20		
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			379,758.69		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	253.76		
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			253.76		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			379,504.93		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>LCFF SOURCES</b>					
Principal Apportionment					
State Aid - Current Year		8011	397,938.00	1,171,870.00	194.5%
Education Protection Account State Aid - Current Year		8012	118,697.00	173,658.00	46.3%
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	487,779.00	1,412,155.00	189.5%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			<b>1,004,414.00</b>	<b>2,757,683.00</b>	<b>174.6%</b>
<b>FEDERAL REVENUE</b>					
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	19,295.00	52,967.00	174.5%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	2,490.00	6,596.00	164.9%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3150, 3155, 3180, 3181, 3182, 3185, 4037, 4124, 4126, 4127, 4128, 5510, 5630	8290	10,000.00	20,000.00	100.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	88,693.00	0.00	-100.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>120,478.00</b>	<b>79,563.00</b>	<b>-34.0%</b>

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>OTHER STATE REVENUE</b>					
Other State Apportionments					
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	3,589.00	6,851.00	90.9%
Lottery - Unrestricted and Instructional Materials		8560	20,456.00	57,113.00	179.2%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	108,464.00	234,366.00	116.1%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>132,509.00</b>	<b>298,330.00</b>	<b>125.1%</b>

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>OTHER LOCAL REVENUE</b>					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	7,000.00	3,000.00	-57.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	6,500.00	3,786.00	-41.8%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>13,500.00</b>	<b>6,786.00</b>	<b>-49.7%</b>
<b>TOTAL, REVENUES</b>			<b>1,270,901.00</b>	<b>3,142,362.00</b>	<b>147.3%</b>

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>CERTIFICATED SALARIES</b>					
Certificated Teachers' Salaries		1100	364,610.00	1,265,423.00	247.1%
Certificated Pupil Support Salaries		1200	43,834.00	31,625.00	-27.9%
Certificated Supervisors' and Administrators' Salaries		1300	75,448.00	197,656.00	162.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>483,892.00</b>	<b>1,494,704.00</b>	<b>208.9%</b>
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	30,117.00	145,315.00	382.5%
Classified Support Salaries		2200	21,589.00	32,751.00	51.7%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	43,748.00	161,124.00	268.3%
Other Classified Salaries		2900	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>95,454.00</b>	<b>339,190.00</b>	<b>255.3%</b>
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	108,391.00	327,146.00	201.8%
PERS		3201-3202	16,656.00	85,302.00	412.1%
OASDI/Medicare/Alternative		3301-3302	14,328.00	47,747.00	233.2%
Health and Welfare Benefits		3401-3402	95,086.00	261,505.00	175.0%
Unemployment Insurance		3501-3502	774.00	21,569.00	2686.7%
Workers' Compensation		3601-3602	11,952.00	37,574.00	214.4%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>247,187.00</b>	<b>780,843.00</b>	<b>215.9%</b>
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	0.00	9,457.00	New
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	61,307.00	428,688.00	599.2%
Noncapitalized Equipment		4400	6,202.00	1,736.00	-72.0%
Food		4700	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>67,509.00</b>	<b>439,881.00</b>	<b>551.6%</b>



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	1,956.00	6,840.00	249.7%
Dues and Memberships		5300	1,100.00	1,100.00	0.0%
Insurance		5400-5450	15,751.00	37,161.00	135.9%
Operations and Housekeeping Services		5500	7,700.00	32,900.00	327.3%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	8,300.00	15,300.00	84.3%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	197,427.00	208,366.00	5.5%
Communications		5900	200.00	3,212.00	1506.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>232,434.00</b>	<b>304,879.00</b>	<b>31.2%</b>
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			<b>1,126,476.00</b>	<b>3,359,497.00</b>	<b>198.2%</b>

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	10,000.00	10,000.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			10,000.00	10,000.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(10,000.00)	(10,000.00)	0.0%

Description	2020-21 Estimated Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>C. CHARTER SCHOOL ADA</b>						
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.						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
<b>1. Total Charter School Regular ADA</b>	642.67	642.67	642.67	624.00	624.00	624.00
<b>2. Charter School County Program Alternative Education ADA</b>						
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)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. Charter School Funded County Program ADA</b>						
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						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)</b>	642.67	642.67	642.67	624.00	624.00	624.00
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.</b>						
<b>5. Total Charter School Regular ADA</b>	303.20	303.20	303.20	287.00	287.00	287.00
<b>6. Charter School County Program Alternative Education ADA</b>						
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)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>7. Charter School Funded County Program ADA</b>						
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						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)</b>	303.20	303.20	303.20	287.00	287.00	287.00
<b>9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)</b>	945.87	945.87	945.87	911.00	911.00	911.00

**DISTRICT K-6  
PROGRAM  
SACS REPORTS**

Description	2020-21 Estimated Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b> 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)	267.90	267.90	267.90	245.00	245.00	264.01
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b> 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)						
<b>3. Total Basic Aid Open Enrollment Regular ADA</b> 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)						
<b>4. Total, District Regular ADA (Sum of Lines A1 through A3)</b>	267.90	267.90	267.90	245.00	245.00	264.01
<b>5. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class	5.45	5.45	5.45	6.75	6.75	9.64
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. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
<b>g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)</b>	5.45	5.45	5.45	6.75	6.75	9.64
<b>6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)</b>	273.35	273.35	273.35	251.75	251.75	273.65
<b>7. Adults in Correctional Facilities</b>						
<b>8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

Description	2020-21 Estimated Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>C. CHARTER SCHOOL ADA</b>						
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.						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
<b>1. Total Charter School Regular ADA</b>	642.67	642.67	642.67	624.00	624.00	624.00
<b>2. Charter School County Program Alternative Education ADA</b>						
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)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. Charter School Funded County Program ADA</b>						
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						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)</b>	642.67	642.67	642.67	624.00	624.00	624.00
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.</b>						
<b>5. Total Charter School Regular ADA</b>	303.20	303.20	303.20	287.00	287.00	287.00
<b>6. Charter School County Program Alternative Education ADA</b>						
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)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>7. Charter School Funded County Program ADA</b>						
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						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)</b>	303.20	303.20	303.20	287.00	287.00	287.00
<b>9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)</b>	945.87	945.87	945.87	911.00	911.00	911.00

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					675,000.00	773,349.00		
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					98,349.00	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								
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								
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								



July 1 Budget  
2021-22 Budget  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
61 CAFETERIA ENTERPRISE FUND								
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								
Fund Reconciliation								
<b>TOTALS</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>783,349.00</b>	<b>783,349.00</b>		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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>A. REVENUES</b>									
1) LCFF Sources		8010-8099	11,093,752.00	218,957.00	11,312,709.00	11,293,209.00	218,957.00	11,512,166.00	1.8%
2) Federal Revenue		8100-8299	0.00	2,025,840.00	2,025,840.00	0.00	528,949.00	528,949.00	-73.9%
3) Other State Revenue		8300-8599	157,097.00	1,206,347.00	1,363,444.00	150,402.00	748,747.00	899,149.00	-34.1%
4) Other Local Revenue		8600-8799	634,242.00	449,937.00	1,084,179.00	558,902.00	446,517.00	1,005,419.00	-7.3%
5) TOTAL, REVENUES			11,885,091.00	3,901,081.00	15,786,172.00	12,002,513.00	1,943,170.00	13,945,683.00	-11.7%
<b>B. EXPENDITURES</b>									
1) Certificated Salaries		1000-1999	4,705,463.00	540,506.00	5,245,969.00	4,529,805.00	664,319.00	5,194,124.00	-1.0%
2) Classified Salaries		2000-2999	1,337,508.00	514,799.00	1,852,307.00	1,488,796.00	439,412.00	1,928,208.00	4.1%
3) Employee Benefits		3000-3999	2,168,000.00	869,325.00	3,037,325.00	2,164,268.00	951,917.00	3,116,185.00	2.6%
4) Books and Supplies		4000-4999	231,285.00	898,276.00	1,129,561.00	201,485.00	1,502,970.00	1,704,455.00	50.9%
5) Services and Other Operating Expenditures		5000-5999	972,412.00	1,957,000.00	2,929,412.00	1,108,794.00	1,766,523.00	2,875,317.00	-1.8%
6) Capital Outlay		6000-6999	54,682.00	15,252.00	69,934.00	54,682.00	15,252.00	69,934.00	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	(195,076.00)	195,076.00	0.00	(194,703.00)	194,703.00	0.00	0.0%
9) TOTAL, EXPENDITURES			9,274,274.00	4,990,234.00	14,264,508.00	9,353,127.00	5,535,096.00	14,888,223.00	4.4%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>									
			2,610,817.00	(1,089,153.00)	1,521,664.00	2,649,386.00	(3,591,926.00)	(942,540.00)	-161.9%
<b>D. OTHER FINANCING SOURCES/USES</b>									
1) Interfund Transfers									
a) Transfers In		8900-8929	675,000.00	0.00	675,000.00	675,000.00	0.00	675,000.00	0.0%
b) Transfers Out		7600-7629	675,000.00	110,167.00	785,167.00	675,000.00	98,349.00	773,349.00	-1.5%
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	(2,318,623.00)	2,318,623.00	0.00	(2,434,717.00)	2,434,717.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,318,623.00)	2,208,456.00	(110,167.00)	(2,434,717.00)	2,336,368.00	(98,349.00)	-10.7%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			292,194.00	1,119,303.00	1,411,497.00	214,669.00	(1,255,558.00)	(1,040,889.00)	-173.7%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	4,723,272.00	153,838.00	4,877,110.00	5,015,466.00	1,273,141.00	6,288,607.00	28.9%
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)			4,723,272.00	153,838.00	4,877,110.00	5,015,466.00	1,273,141.00	6,288,607.00	28.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,723,272.00	153,838.00	4,877,110.00	5,015,466.00	1,273,141.00	6,288,607.00	28.9%
2) Ending Balance, June 30 (E + F1e)			5,015,466.00	1,273,141.00	6,288,607.00	5,230,135.00	17,583.00	5,247,718.00	-16.6%
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	1,273,141.00	1,273,141.00	0.00	17,583.00	17,583.00	-98.6%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	1,547,089.00	0.00	1,547,089.00	1,707,877.00	0.00	1,707,877.00	10.4%
Board resolution - cash flow Commitments	0000	9760				1,707,877.00		1,707,877.00	
	0000	9760	1,547,089.00		1,547,089.00				
d) Assigned									
Other Assignments		9780	2,863,389.00	0.00	2,863,389.00	2,892,794.00	0.00	2,892,794.00	1.0%
Board assigned	0000	9780				2,873,511.00		2,873,511.00	
Materials	1100	9780				19,283.00		19,283.00	
Assignments	0000	9780	2,844,106.00		2,844,106.00				
Materials/supplies	1100	9780	19,283.00		19,283.00				
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	601,988.00	0.00	601,988.00	626,464.00	0.00	626,464.00	4.1%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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>G. ASSETS</b>									
1) Cash									
a) in County Treasury		9110	5,367,320.09	(1,914,808.67)	3,452,511.42				
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				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	5,563.82	0.50	5,564.32				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			5,375,883.91	(1,914,808.17)	3,461,075.74				
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
<b>I. LIABILITIES</b>									
1) Accounts Payable		9500	(185,758.10)	1,145.34	(184,612.76)				
2) Due to Grantor Governments		9590	0.00	4,966.00	4,966.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			(185,758.10)	6,111.34	(179,646.76)				
<b>J. DEFERRED INFLOWS OF RESOURCES</b>									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
<b>K. FUND EQUITY</b>									
Ending Fund Balance, June 30									

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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)	
(G9 + H2) - (I6 + J2)			5,561,642.01	(1,920,919.51)	3,640,722.50				

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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>LCFF SOURCES</b>									
Principal Apportionment State Aid - Current Year		8011	6,377,155.00	0.00	6,377,155.00	6,685,624.00	0.00	6,685,624.00	4.8%
Education Protection Account State Aid - Current Year		8012	328,414.00	0.00	328,414.00	192,802.00	0.00	192,802.00	-41.3%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions Homeowners' Exemptions		8021	27,650.00	0.00	27,650.00	27,650.00	0.00	27,650.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes Secured Roll Taxes		8041	4,791,556.00	0.00	4,791,556.00	4,791,556.00	0.00	4,791,556.00	0.0%
Unsecured Roll Taxes		8042	153,095.00	0.00	153,095.00	153,095.00	0.00	153,095.00	0.0%
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8044	126,441.00	0.00	126,441.00	126,441.00	0.00	126,441.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	728,196.00	0.00	728,196.00	728,196.00	0.00	728,196.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604) Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Subtotal, LCFF Sources</b>			<b>12,532,507.00</b>	<b>0.00</b>	<b>12,532,507.00</b>	<b>12,705,364.00</b>	<b>0.00</b>	<b>12,705,364.00</b>	<b>1.4%</b>
<b>LCFF Transfers</b>									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(1,438,755.00)	0.00	(1,438,755.00)	(1,412,155.00)	0.00	(1,412,155.00)	-1.8%
Property Taxes Transfers		8097	0.00	218,957.00	218,957.00	0.00	218,957.00	218,957.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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)	
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			11,093,752.00	218,957.00	11,312,709.00	11,293,209.00	218,957.00	11,512,166.00	1.8%
<b>FEDERAL REVENUE</b>									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	185,859.00	185,859.00	0.00	185,859.00	185,859.00	0.0%
Special Education Discretionary Grants		8182	0.00	14,292.00	14,292.00	0.00	14,292.00	14,292.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		227,182.00	227,182.00		227,182.00	227,182.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		41,945.00	41,945.00		38,211.00	38,211.00	-8.9%
Title III, Part A, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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)	
Title III, Part A, English Learner Program	4203	8290		33,405.00	33,405.00		33,405.00	33,405.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128, 5510, 5630	8290		114,188.00	114,188.00		30,000.00	30,000.00	-73.7%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	1,408,969.00	1,408,969.00	0.00	0.00	0.00	-100.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	2,025,840.00	2,025,840.00	0.00	528,949.00	528,949.00	-73.9%
<b>OTHER STATE REVENUE</b>									
Other State Apportionments									
ROC/P Entitlement Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	19,632.00	0.00	19,632.00	19,002.00	0.00	19,002.00	-3.2%
Lottery - Unrestricted and Instructional Materials		8560	137,465.00	44,905.00	182,370.00	131,400.00	42,924.00	174,324.00	-4.4%
Tax Relief Subventions Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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)	
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	1,161,442.00	1,161,442.00	0.00	705,823.00	705,823.00	-39.2%
<b>TOTAL, OTHER STATE REVENUE</b>			157,097.00	1,206,347.00	1,363,444.00	150,402.00	748,747.00	899,149.00	-34.1%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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>OTHER LOCAL REVENUE</b>									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds									
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from									
Delinquent Non-LCFF									
Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	137,960.00	0.00	137,960.00	132,600.00	0.00	132,600.00	-3.9%
Interest		8660	30,500.00	0.00	30,500.00	30,500.00	0.00	30,500.00	0.0%
Net Increase (Decrease) in the Fair Value									
of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	350,455.00	40,000.00	390,455.00	280,475.00	40,000.00	320,475.00	-17.9%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Misc Funds Non-LCFF									

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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)	
(50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	115,327.00	7,949.00	123,276.00	115,327.00	4,529.00	119,856.00	-2.8%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		401,988.00	401,988.00		401,988.00	401,988.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			634,242.00	449,937.00	1,084,179.00	558,902.00	446,517.00	1,005,419.00	-7.3%
<b>TOTAL, REVENUES</b>			11,885,091.00	3,901,081.00	15,786,172.00	12,002,513.00	1,943,170.00	13,945,683.00	-11.7%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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>CERTIFICATED SALARIES</b>									
Certificated Teachers' Salaries		1100	3,908,988.00	296,355.00	4,205,343.00	3,697,022.00	345,942.00	4,042,964.00	-3.9%
Certificated Pupil Support Salaries		1200	68,352.00	138,277.00	206,629.00	82,394.00	191,372.00	273,766.00	32.5%
Certificated Supervisors' and Administrators' Salaries		1300	728,123.00	105,874.00	833,997.00	750,389.00	127,005.00	877,394.00	5.2%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>4,705,463.00</b>	<b>540,506.00</b>	<b>5,245,969.00</b>	<b>4,529,805.00</b>	<b>664,319.00</b>	<b>5,194,124.00</b>	<b>-1.0%</b>
<b>CLASSIFIED SALARIES</b>									
Classified Instructional Salaries		2100	203,846.00	304,220.00	508,066.00	257,875.00	215,853.00	473,728.00	-6.8%
Classified Support Salaries		2200	475,451.00	196,370.00	671,821.00	508,050.00	215,273.00	723,323.00	7.7%
Classified Supervisors' and Administrators' Salaries		2300	119,269.00	12,658.00	131,927.00	250,339.00	8,286.00	258,625.00	96.0%
Clerical, Technical and Office Salaries		2400	441,989.00	0.00	441,989.00	452,895.00	0.00	452,895.00	2.5%
Other Classified Salaries		2900	96,953.00	1,551.00	98,504.00	19,637.00	0.00	19,637.00	-80.1%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>1,337,508.00</b>	<b>514,799.00</b>	<b>1,852,307.00</b>	<b>1,488,796.00</b>	<b>439,412.00</b>	<b>1,928,208.00</b>	<b>4.1%</b>
<b>EMPLOYEE BENEFITS</b>									
STRS		3101-3102	762,091.00	570,634.00	1,332,725.00	789,467.00	586,629.00	1,376,096.00	3.3%
PERS		3201-3202	250,781.00	107,285.00	358,066.00	273,673.00	114,090.00	387,763.00	8.3%
OASDI/Medicare/Alternative		3301-3302	169,025.00	48,091.00	217,116.00	163,888.00	49,017.00	212,905.00	-1.9%
Health and Welfare Benefits		3401-3402	809,252.00	116,072.00	925,324.00	750,603.00	163,477.00	914,080.00	-1.2%
Unemployment Insurance		3501-3502	2,992.00	5,929.00	8,921.00	71,501.00	14,401.00	85,902.00	862.9%
Workers' Compensation		3601-3602	124,103.00	21,314.00	145,417.00	115,136.00	24,303.00	139,439.00	-4.1%
OPEB, Allocated		3701-3702	49,756.00	0.00	49,756.00	0.00	0.00	0.00	-100.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>2,168,000.00</b>	<b>869,325.00</b>	<b>3,037,325.00</b>	<b>2,164,268.00</b>	<b>951,917.00</b>	<b>3,116,185.00</b>	<b>2.6%</b>
<b>BOOKS AND SUPPLIES</b>									
Approved Textbooks and Core Curricula Materials		4100	0.00	7,500.00	7,500.00	0.00	4,597.00	4,597.00	-38.7%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	219,585.00	867,813.00	1,087,398.00	201,485.00	1,496,016.00	1,697,501.00	56.1%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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)	
Noncapitalized Equipment		4400	11,700.00	22,963.00	34,663.00	0.00	2,357.00	2,357.00	-93.2%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			231,285.00	898,276.00	1,129,561.00	201,485.00	1,502,970.00	1,704,455.00	50.9%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	26,745.00	22,959.00	49,704.00	24,445.00	10,304.00	34,749.00	-30.1%
Dues and Memberships		5300	14,094.00	0.00	14,094.00	13,094.00	0.00	13,094.00	-7.1%
Insurance		5400 - 5450	154,455.00	0.00	154,455.00	197,243.00	0.00	197,243.00	27.7%
Operations and Housekeeping Services		5500	110,500.00	0.00	110,500.00	110,500.00	0.00	110,500.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	34,170.00	100,200.00	134,370.00	33,170.00	120,200.00	153,370.00	14.1%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1.00	0.00	1.00	0.00	0.00	0.00	-100.0%
Professional/Consulting Services and Operating Expenditures		5800	603,508.00	1,832,841.00	2,436,349.00	701,403.00	1,635,019.00	2,336,422.00	-4.1%
Communications		5900	28,939.00	1,000.00	29,939.00	28,939.00	1,000.00	29,939.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			972,412.00	1,957,000.00	2,929,412.00	1,108,794.00	1,766,523.00	2,875,317.00	-1.8%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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>CAPITAL OUTLAY</b>									
Land		6100	0.00	12,228.00	12,228.00	0.00	12,228.00	12,228.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	42,249.00	3,024.00	45,273.00	42,249.00	3,024.00	45,273.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	12,433.00	0.00	12,433.00	12,433.00	0.00	12,433.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>54,682.00</b>	<b>15,252.00</b>	<b>69,934.00</b>	<b>54,682.00</b>	<b>15,252.00</b>	<b>69,934.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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)	
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>									
Transfers of Indirect Costs		7310	(195,076.00)	195,076.00	0.00	(194,703.00)	194,703.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(195,076.00)	195,076.00	0.00	(194,703.00)	194,703.00	0.00	0.0%
TOTAL, EXPENDITURES			9,274,274.00	4,990,234.00	14,264,508.00	9,353,127.00	5,535,096.00	14,888,223.00	4.4%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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>INTERFUND TRANSFERS</b>									
<b>INTERFUND TRANSFERS IN</b>									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	675,000.00	0.00	675,000.00	675,000.00	0.00	675,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			675,000.00	0.00	675,000.00	675,000.00	0.00	675,000.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	110,167.00	110,167.00	0.00	98,349.00	98,349.00	-10.7%
Other Authorized Interfund Transfers Out		7619	675,000.00	0.00	675,000.00	675,000.00	0.00	675,000.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			675,000.00	110,167.00	785,167.00	675,000.00	98,349.00	773,349.00	-1.5%
<b>OTHER SOURCES/USES</b>									
<b>SOURCES</b>									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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)	
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>									
Contributions from Unrestricted Revenues		8980	(2,318,623.00)	2,318,623.00	0.00	(2,434,717.00)	2,434,717.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(2,318,623.00)	2,318,623.00	0.00	(2,434,717.00)	2,434,717.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			(2,318,623.00)	2,208,456.00	(110,167.00)	(2,434,717.00)	2,336,368.00	(98,349.00)	-10.7%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	70,000.00	70,000.00	0.0%
3) Other State Revenue		8300-8599	18,000.00	18,000.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			88,000.00	88,000.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	84,994.00	76,618.00	-9.9%
3) Employee Benefits		3000-3999	29,973.00	26,531.00	-11.5%
4) Books and Supplies		4000-4999	79,000.00	79,000.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	4,200.00	4,200.00	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			198,167.00	186,349.00	-6.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(110,167.00)	(98,349.00)	-10.7%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	110,167.00	98,349.00	-10.7%
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			110,167.00	98,349.00	-10.7%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,590.00	2,590.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,590.00	2,590.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,590.00	2,590.00	0.0%
2) Ending Balance, June 30 (E + F1e)			2,590.00	2,590.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	2,000.00	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			590.00	2,590.00	339.0%
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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	(100,647.75)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	2,000.00		
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			(98,647.75)		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	1.59		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			1.59		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			(98,649.34)		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
Child Nutrition Programs		8220	70,000.00	70,000.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>70,000.00</b>	<b>70,000.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>					
Child Nutrition Programs		8520	18,000.00	18,000.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>18,000.00</b>	<b>18,000.00</b>	<b>0.0%</b>
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>88,000.00</b>	<b>88,000.00</b>	<b>0.0%</b>

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>CERTIFICATED SALARIES</b>					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	72,336.00	76,618.00	5.9%
Classified Supervisors' and Administrators' Salaries		2300	12,658.00	0.00	-100.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>84,994.00</b>	<b>76,618.00</b>	<b>-9.9%</b>
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	17,593.00	17,554.00	-0.2%
OASDI/Medicare/Alternative		3301-3302	6,503.00	5,862.00	-9.9%
Health and Welfare Benefits		3401-3402	4,067.00	585.00	-85.6%
Unemployment Insurance		3501-3502	42.00	943.00	2145.2%
Workers' Compensation		3601-3602	1,768.00	1,587.00	-10.2%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>29,973.00</b>	<b>26,531.00</b>	<b>-11.5%</b>
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	2,000.00	2,000.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	77,000.00	77,000.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>79,000.00</b>	<b>79,000.00</b>	<b>0.0%</b>

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	4,200.00	4,200.00	0.0%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>4,200.00</b>	<b>4,200.00</b>	<b>0.0%</b>
<b>CAPITAL OUTLAY</b>					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>198,167.00</b>	<b>186,349.00</b>	<b>-6.0%</b>

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund		8916	110,167.00	98,349.00	-10.7%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			110,167.00	98,349.00	-10.7%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			110,167.00	98,349.00	-10.7%



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
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	917.00	1,000.00	9.1%
5) TOTAL, REVENUES			917.00	1,000.00	9.1%
<b>B. EXPENDITURES</b>					
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	23,500.00	0.00	-100.0%
6) Capital Outlay		6000-6999	36,693.00	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			60,193.00	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(59,276.00)	1,000.00	-101.7%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(59,276.00)	1,000.00	-101.7%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	327,600.00	268,324.00	-18.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			327,600.00	268,324.00	-18.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			327,600.00	268,324.00	-18.1%
2) Ending Balance, June 30 (E + F1e)			268,324.00	269,324.00	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			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	268,324.00	269,324.00	0.4%
Reserved for projects	0000	9780		269,324.00	
Reserve for major maintenance	0000	9780	268,324.00		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	279,175.36		
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		
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			279,175.36		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			279,175.36		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>LCFF SOURCES</b>					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
All Other State Revenue					
		8590	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction					
		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	917.00	1,000.00	9.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			917.00	1,000.00	9.1%
<b>TOTAL, REVENUES</b>			917.00	1,000.00	9.1%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	23,500.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			23,500.00	0.00	-100.0%
<b>CAPITAL OUTLAY</b>					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	36,693.00	0.00	-100.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			36,693.00	0.00	-100.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			60,193.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
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	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
<b>B. EXPENDITURES</b>					
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%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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%



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	9,821.00	9,821.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,821.00	9,821.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,821.00	9,821.00	0.0%
2) Ending Balance, June 30 (E + F1e)			9,821.00	9,821.00	0.0%
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			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	9,821.00	9,821.00	0.0%
Reserve for projects	0000	9780		9,821.00	
Reserve for Capital Projects	0000	9780	9,821.00		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	14.20		
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		
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			14.20		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			14.20		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			0.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
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	1,858.00	4,000.00	115.3%
5) TOTAL, REVENUES			1,858.00	4,000.00	115.3%
<b>B. EXPENDITURES</b>					
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%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			1,858.00	4,000.00	115.3%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			1,858.00	4,000.00	115.3%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	645,902.00	647,760.00	0.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			645,902.00	647,760.00	0.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			645,902.00	647,760.00	0.3%
2) Ending Balance, June 30 (E + F1e)			647,760.00	651,760.00	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			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	647,760.00	651,760.00	0.6%
Reserve for OPEB	0000	9780		651,760.00	
Reserve for OPEB	0000	9780	647,760.00		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	650,065.06		
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		
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			650,065.06		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			650,065.06		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Interest		8660	1,858.00	4,000.00	115.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			1,858.00	4,000.00	115.3%
<b>TOTAL, REVENUES</b>			1,858.00	4,000.00	115.3%



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
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	0.00	5,000.00	New
5) TOTAL, REVENUES			0.00	5,000.00	New
<b>B. EXPENDITURES</b>					
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	25,000.00	25,000.00	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			25,000.00	25,000.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(25,000.00)	(20,000.00)	-20.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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	5,879,008.00	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			5,879,008.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			5,854,008.00	(20,000.00)	-100.3%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	933.00	5,854,941.00	627439.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			933.00	5,854,941.00	627439.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			933.00	5,854,941.00	627439.2%
2) Ending Balance, June 30 (E + F1e)			5,854,941.00	5,834,941.00	-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			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	5,854,941.00	5,834,941.00	-0.3%
Reserve for projects	0000	9780		5,834,941.00	
Reserve for projects	0000	9780	5,854,941.00		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	5,862,997.55		
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		
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			5,862,997.55		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
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			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			5,862,997.55		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll					
		8615	0.00	0.00	0.0%
		8616	0.00	0.00	0.0%
		8617	0.00	0.00	0.0%
		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes					
		8621	0.00	0.00	0.0%
		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction					
		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes					
		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies					
		8631	0.00	0.00	0.0%
Leases and Rentals					
		8650	0.00	0.00	0.0%
Interest					
		8660	0.00	5,000.00	New
Net Increase (Decrease) in the Fair Value of Investments					
		8662	0.00	0.00	0.0%
Other Local Revenue					
		8699	0.00	0.00	0.0%
		8799	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			0.00	5,000.00	New
<b>TOTAL, REVENUES</b>			0.00	5,000.00	New

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	25,000.00	25,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			25,000.00	25,000.00	0.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			25,000.00	25,000.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Sale of Bonds		8951	5,879,008.00	0.00	-100.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			5,879,008.00	0.00	-100.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			5,879,008.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
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	5,000.00	5,000.00	0.0%
5) TOTAL, REVENUES			5,000.00	5,000.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	12,658.00	0.00	-100.0%
3) Employee Benefits		3000-3999	5,039.00	0.00	-100.0%
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			17,697.00	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(12,697.00)	5,000.00	-139.4%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(2,697.00)	15,000.00	-656.2%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	768,256.00	765,559.00	-0.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			768,256.00	765,559.00	-0.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			768,256.00	765,559.00	-0.4%
2) Ending Balance, June 30 (E + F1e)			765,559.00	780,559.00	2.0%
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			765,559.00	780,559.00	2.0%
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%
Reserve for capital projects	0000	9780		0.00	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	809,349.30		
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		
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			809,349.30		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
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			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			809,349.30		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>OTHER STATE REVENUE</b>					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll					
		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes					
		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction					
		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes					
		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies					
		8631	0.00	0.00	0.0%
Interest		8660	5,000.00	5,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts Mitigation/Developer Fees					
		8681	0.00	0.00	0.0%
Other Local Revenue All Other Local Revenue					
		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			5,000.00	5,000.00	0.0%
<b>TOTAL, REVENUES</b>			5,000.00	5,000.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>CERTIFICATED SALARIES</b>					
Other Certificated Salaries		1900	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	12,658.00	0.00	-100.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			12,658.00	0.00	-100.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	2,620.00	0.00	-100.0%
OASDI/Medicare/Alternative		3301-3302	969.00	0.00	-100.0%
Health and Welfare Benefits		3401-3402	1,181.00	0.00	-100.0%
Unemployment Insurance		3501-3502	6.00	0.00	-100.0%
Workers' Compensation		3601-3602	263.00	0.00	-100.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			5,039.00	0.00	-100.0%
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			17,697.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	10,000.00	10,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			10,000.00	10,000.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			10,000.00	10,000.00	0.0%



Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear 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):

District's ADA Standard Percentage Level:

**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 (2018-19)				
District Regular	302	305		
Charter School	631	631		
<b>Total ADA</b>	<b>933</b>	<b>936</b>	<b>N/A</b>	<b>Met</b>
Second Prior Year (2019-20)				
District Regular	269	273		
Charter School	643	643		
<b>Total ADA</b>	<b>912</b>	<b>916</b>	<b>N/A</b>	<b>Met</b>
First Prior Year (2020-21)				
District Regular	264	268		
Charter School	643	643		
<b>Total ADA</b>	<b>907</b>	<b>911</b>	<b>N/A</b>	<b>Met</b>
Budget Year (2021-22)				
District Regular	264			
Charter School	624			
<b>Total ADA</b>	<b>888</b>			

**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):

District's Enrollment Standard Percentage Level:

**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	Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2018-19)				
District Regular	284	1,261		
Charter School	1,007			
<b>Total Enrollment</b>	<b>1,291</b>	<b>1,261</b>	<b>2.3%</b>	<b>Not Met</b>
Second Prior Year (2019-20)				
District Regular	272	1,281		
Charter School	989			
<b>Total Enrollment</b>	<b>1,261</b>	<b>1,281</b>	<b>N/A</b>	<b>Met</b>
First Prior Year (2020-21)				
District Regular	261	267		
Charter School	1,004	671		
<b>Total Enrollment</b>	<b>1,265</b>	<b>938</b>	<b>25.8%</b>	<b>Not Met</b>
Budget Year (2021-22)				
District Regular	254			
Charter School	661			
<b>Total Enrollment</b>	<b>915</b>			

**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 are not reported in the General Fund. Only General Funds 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 are not reported in the General Fund. Only General Funds 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 Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2018-19)			
District Regular	272	1,261	
Charter School	631	0	
<b>Total ADA/Enrollment</b>	<b>903</b>	<b>1,261</b>	<b>71.6%</b>
Second Prior Year (2019-20)			
District Regular	268	1,281	
Charter School	643		
<b>Total ADA/Enrollment</b>	<b>911</b>	<b>1,281</b>	<b>71.1%</b>
First Prior Year (2020-21)			
District Regular	268	267	
Charter School	643	671	
<b>Total ADA/Enrollment</b>	<b>911</b>	<b>938</b>	<b>97.1%</b>
		Historical Average Ratio:	79.9%
	<b>District's ADA to Enrollment Standard (historical average ratio plus 0.5%):</b>		<b>80.4%</b>

**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 Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2021-22)				
District Regular	245	254		
Charter School	624	661		
<b>Total ADA/Enrollment</b>	<b>869</b>	<b>915</b>	<b>95.0%</b>	<b>Not Met</b>
1st Subsequent Year (2022-23)				
District Regular	235	244		
Charter School	611	650		
<b>Total ADA/Enrollment</b>	<b>846</b>	<b>894</b>	<b>94.6%</b>	<b>Not Met</b>
2nd Subsequent Year (2023-24)				
District Regular	222	230		
Charter School	604	638		
<b>Total ADA/Enrollment</b>	<b>826</b>	<b>868</b>	<b>95.2%</b>	<b>Not Met</b>

**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 are not reported in the General Fund; this is causing a low Historical Ratio of ADA to Enrollment. Current Year and Project 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)<sup>1</sup> 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 COLA<sup>1</sup> and its economic recovery target payment, plus or minus one percent.

<sup>1</sup> 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 (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
<b>Step 1 - Change in Population</b>				
a. ADA (Funded) (Form A, lines A6 and C4)	916.02	897.65	861.78	843.85
b. Prior Year ADA (Funded)		916.02	897.65	861.78
c. Difference (Step 1a minus Step 1b)		(18.37)	(35.87)	(17.93)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		-2.01%	-4.00%	-2.08%
<b>Step 2 - Change in Funding Level</b>				
a. Prior Year LCFF Funding		11,312,709.00	11,512,166.00	11,285,781.00
b1. COLA percentage		5.07%	2.48%	3.11%
b2. COLA amount (proxy for purposes of this criterion)		573,554.35	285,501.72	350,987.79
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		5.07%	2.48%	3.11%
<b>Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)</b>		3.06%	-1.52%	1.03%
<b>LCFF Revenue Standard (Step 3, plus/minus 1%):</b>		<b>2.06% to 4.06%</b>	<b>-2.52% to -.52%</b>	<b>.03% to 2.03%</b>

**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 (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	5,826,938.00	5,826,938.00	5,826,938.00	5,826,938.00
Percent Change from Previous Year		N/A	N/A	N/A
<b>Basic Aid Standard (percent change from previous year, plus/minus 1%):</b>		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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
<b>Necessary Small School Standard (COLA Step 2c, plus/minus 1%):</b>	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 (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	12,532,507.00	12,705,364.00	12,522,568.00	12,881,947.00
District's Projected Change in LCFF Revenue:		1.38%	-1.44%	2.87%
<b>LCFF Revenue Standard:</b>		<b>2.06% to 4.06%</b>	<b>-2.52% to -.52%</b>	<b>.03% to 2.03%</b>
<b>Status:</b>		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)

Charters schools do not have "hold harmless" ADA for 2021/22 and out years. These two charters (Schaefer and Olivet) roll up to Fund 01 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 of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2018-19)	8,176,855.71	9,604,118.70	85.1%
Second Prior Year (2019-20)	8,003,507.99	9,568,595.78	83.6%
First Prior Year (2020-21)	8,210,971.00	9,274,274.00	88.5%
Historical Average Ratio:			85.7%

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	4.0%	4.0%	4.0%
<b>District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):</b>	<b>81.7% to 89.7%</b>	<b>81.7% to 89.7%</b>	<b>81.7% to 89.7%</b>

**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 of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	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)		
Budget Year (2021-22)	8,182,869.00	9,353,127.00	87.5%	Met
1st Subsequent Year (2022-23)	8,245,120.00	9,441,471.00	87.3%	Met
2nd Subsequent Year (2023-24)	8,174,876.00	9,399,431.00	87.0%	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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	3.06%	-1.52%	1.03%
<b>2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):</b>	<b>-6.94% to 13.06%</b>	<b>-11.52% to 8.48%</b>	<b>-8.97% to 11.03%</b>
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-1.94% to 8.06%	-6.52% to 3.48%	-3.97% to 6.03%

**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
<b>Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)</b>			
First Prior Year (2020-21)	2,025,840.00		
Budget Year (2021-22)	528,949.00	-73.89%	Yes
1st Subsequent Year (2022-23)	528,949.00	0.00%	No
2nd Subsequent Year (2023-24)	528,949.00	0.00%	No

**Explanation:**  
(required if Yes)

First Prior Year reflects funding for CSI (\$84,188) and ESSER/GEER (Resource 3210, 3212,3215) one-time revenues that are not budgeted in subsequent years.

<b>Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)</b>			
First Prior Year (2020-21)	1,363,444.00		
Budget Year (2021-22)	899,149.00	-34.05%	Yes
1st Subsequent Year (2022-23)	692,981.00	-22.93%	Yes
2nd Subsequent Year (2023-24)	694,119.00	0.16%	No

**Explanation:**  
(required if Yes)

First Prior Year reflects one-time revenues for State Learning Loss Mitigation (Resource 7420) and Expanded Learning Opportunity Grants (Resource 7425/7426) that are not budgeted in subsequent years. Declining ADA decreases funding for Lottery.

<b>Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)</b>			
First Prior Year (2020-21)	1,084,179.00		
Budget Year (2021-22)	1,005,419.00	-7.26%	Yes
1st Subsequent Year (2022-23)	1,009,285.00	0.38%	No
2nd Subsequent Year (2023-24)	1,007,853.00	-0.14%	No

**Explanation:**  
(required if Yes)

Local revenue is dependent on interest that can be earned and donations. Reduction in fees from Fund 09 charters to help charters maintain balanced budget.

<b>Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)</b>			
First Prior Year (2020-21)	1,129,561.00		
Budget Year (2021-22)	1,704,455.00	50.90%	Yes
1st Subsequent Year (2022-23)	351,151.00	-79.40%	Yes
2nd Subsequent Year (2023-24)	354,220.00	0.87%	No

**Explanation:**  
(required if Yes)

The FY2020-21 and FY2021-22 use federal and state funding for instructional supplies (ie., CSI, LPSBG, Lottery, LLM, ESSER, GEER) in which funding is spent out and not budgeted in subsequent years.

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

First Prior Year (2020-21)	2,929,412.00		
Budget Year (2021-22)	2,875,317.00	-1.85%	No
1st Subsequent Year (2022-23)	2,938,309.00	2.19%	No
2nd Subsequent Year (2023-24)	3,002,798.00	2.19%	No

**Explanation:**  
(required if Yes)

**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
<b>Total Federal, Other State, and Other Local Revenue (Criterion 6B)</b>			
First Prior Year (2020-21)	4,473,463.00		
Budget Year (2021-22)	2,433,517.00	-45.60%	Not Met
1st Subsequent Year (2022-23)	2,231,215.00	-8.31%	Met
2nd Subsequent Year (2023-24)	2,230,921.00	-0.01%	Met
<b>Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)</b>			
First Prior Year (2020-21)	4,058,973.00		
Budget Year (2021-22)	4,579,772.00	12.83%	Met
1st Subsequent Year (2022-23)	3,289,460.00	-28.17%	Not Met
2nd Subsequent Year (2023-24)	3,357,018.00	2.05%	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 funding for CSI (\$84,188) and ESSER/GEER (Resource 3210, 3212,3215) one-time revenues that are not budgeted in subsequent years.

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

First Prior Year reflects one-time revenues for State Learning Loss Mitigation (Resource 7420) and Expanded Learning Opportunity Grants (Resource 7425/7426) that are not budgeted in subsequent years. Declining ADA decreases funding for Lottery.

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

Local revenue is dependent on interest that can be earned and donations. Reduction in fees from Fund 09 charters to help charters maintain balanced budget.

- 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  
if NOT met)

The FY2020-21 and FY2021-22 use federal and state funding for instructional supplies (ie., CSI, LPSBG, Lottery, LLM, ESSER, GEER) in which funding is spent out and not budgeted in subsequent years.

**Explanation:**  
**Services and Other Exps**  
(linked from 6B  
if NOT met)



**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. Per SB 98 and SB 820 of 2020, resources 3210, 3215, 3220, 5316, 7027, 7420, and 7690 are excluded from the total general fund expenditures calculation.

**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) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3210, 3215, 3220, 5316, 7027, 7420, and 7690)	14,988,374.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)	0.00	3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution <sup>1</sup> to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	14,988,374.00	449,651.22	535,212.00	Met

<sup>1</sup> 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 reserves<sup>1</sup> as a percentage of total expenditures and other financing uses<sup>2</sup> 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 (2018-19)	Second Prior Year (2019-20)	First Prior Year (2020-21)
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)	607,518.00	587,529.00	601,988.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	448,140.18	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)	0.00	(1,688.67)	0.00
e. Available Reserves (Lines 1a through 1d)	1,055,658.18	585,840.33	601,988.00
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	15,187,943.58	14,688,219.88	15,049,675.00
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)	15,187,943.58	14,688,219.88	15,049,675.00
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	7.0%	4.0%	4.0%
<b>District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):</b>	<b>2.3%</b>	<b>1.3%</b>	<b>1.3%</b>

<sup>1</sup>Available 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.

<sup>2</sup>A 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 (2018-19)	(110,420.80)	10,684,518.82	1.0%	Met
Second Prior Year (2019-20)	589,880.31	10,146,626.07	N/A	Met
First Prior Year (2020-21)	292,194.00	9,949,274.00	N/A	Met
Budget Year (2021-22) (Information only)	214,669.00	10,028,127.00		

**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)

**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 <sup>1</sup>	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

<sup>1</sup> 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 <sup>2</sup> (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
	Original Budget	Estimated/Unaudited Actuals		
Third Prior Year (2018-19)	3,056,667.00	4,243,812.87	N/A	Met
Second Prior Year (2019-20)	3,894,382.00	4,133,392.07	N/A	Met
First Prior Year (2020-21)	3,603,573.00	4,723,272.00	N/A	Met
Budget Year (2021-22) (Information only)	5,015,466.00			

<sup>2</sup> 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 reserves<sup>1</sup> for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts<sup>2</sup> as applied to total expenditures and other financing uses<sup>3</sup>:

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 \$71,000 (greater of)	0	to	300
4% or \$71,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	869	846	826
<b>District's Reserve Standard Percentage Level:</b>	<b>4%</b>	<b>4%</b>	<b>4%</b>

**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):

- Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
- If you are the SELPA AU and are excluding special education pass-through funds:
  - Enter the name(s) of the SELPA(s): \_\_\_\_\_

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	15,661,572.00	14,347,802.00	14,350,096.00
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)	15,661,572.00	14,347,802.00	14,350,096.00
4. Reserve Standard Percentage Level	4%	4%	4%
5. Reserve Standard - by Percent (Line B3 times Line B4)	626,462.88	573,912.08	574,003.84
6. Reserve Standard - by Amount (\$71,000 for districts with 0 to 1,000 ADA, else 0)	71,000.00	71,000.00	71,000.00
7. <b>District's Reserve Standard (Greater of Line B5 or Line B6)</b>	<b>626,462.88</b>	<b>573,912.08</b>	<b>574,003.84</b>

**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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	626,464.00	573,913.00	574,004.00
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		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	626,464.00	573,913.00	574,004.00
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	4.00%	4.00%	4.00%
<b>District's Reserve Standard (Section 10B, Line 7):</b>	<b>626,462.88</b>	<b>573,912.08</b>	<b>574,003.84</b>
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)

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**SUPPLEMENTAL INFORMATION**

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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?

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?

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?

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)?

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
<b>1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)</b>				
First Prior Year (2020-21)	(2,318,623.00)			
Budget Year (2021-22)	(2,434,717.00)	116,094.00	5.0%	Met
1st Subsequent Year (2022-23)	(2,477,217.00)	42,500.00	1.7%	Met
2nd Subsequent Year (2023-24)	(2,538,602.00)	61,385.00	2.5%	Met
<b>1b. Transfers In, General Fund *</b>				
First Prior Year (2020-21)	675,000.00			
Budget Year (2021-22)	675,000.00	0.00	0.0%	Met
1st Subsequent Year (2022-23)	675,000.00	0.00	0.0%	Met
2nd Subsequent Year (2023-24)	675,000.00	0.00	0.0%	Met
<b>1c. Transfers Out, General Fund *</b>				
First Prior Year (2020-21)	785,167.00			
Budget Year (2021-22)	773,349.00	(11,818.00)	-1.5%	Met
1st Subsequent Year (2022-23)	773,349.00	0.00	0.0%	Met
2nd Subsequent Year (2023-24)	773,349.00	0.00	0.0%	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. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

--

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 commitments<sup>1</sup> 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.

<sup>1</sup> 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 (multiyear) 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, 2021
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases				
Certificates of Participation				
General Obligation Bonds	15	51-8000	51-7400	14,451,713
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (do not include OPEB):

Type of Commitment	# of Years Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2021
<b>TOTAL:</b>				14,451,713

Type of Commitment (continued)	Prior Year (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)
Leases				
Certificates of Participation				
General Obligation Bonds	2,575,675	2,801,600	3,035,488	642,863
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (continued):

Type of Commitment	Prior Year (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
<b>Total Annual Payments:</b>	2,575,675	2,801,600	3,035,488	642,863
<b>Has total annual payment increased over prior year (2020-21)?</b>		<b>Yes</b>	<b>Yes</b>	<b>No</b>

---

**S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment**

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DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

**Explanation:**  
(required if Yes  
to increase in total  
annual payments)

Payments based on amortization schedule per audit report dated June 30, 2020. GOB payments is paid from Fund 51.

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**S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments**

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DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

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)

2. For the district's OPEB:  
a. Are they lifetime benefits?

b. Do benefits continue past age 65?

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 the District for the prior 14 consecutive years to participate in the District's retiree health benefit program. The 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?

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

	Self-Insurance Fund	Governmental Fund
	0	647,760

4. OPEB Liabilities

a. Total OPEB liability	1,102,120.00
b. OPEB plan(s) fiduciary net position (if applicable)	0.00
c. Total/Net OPEB liability (Line 4a minus Line 4b)	1,102,120.00
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, 2020

5. OPEB Contributions

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	135,665.00	135,665.00	135,665.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	0.00	0.00	0.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	103,567.00	103,567.00	103,567.00
d. Number of retirees receiving OPEB benefits	6	6	6

**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:

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3. Self-Insurance Liabilities

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


4. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs  
b. Amount contributed (funded) for self-insurance programs

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

**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) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of certificated (non-management) full-time-equivalent (FTE) positions	48.0	47.5	46.5	45.5

**Certificated (Non-management) Salary and Benefit Negotiations**

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

Yes
-----

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.

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Negotiations Settled

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

Feb 10, 2021
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2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

Yes
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If Yes, date of Superintendent and CBO certification:

Feb 02, 2021
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3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

Yes
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If Yes, date of budget revision board adoption:

Feb 10, 2021
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4. Period covered by the agreement:

Begin Date:  End Date:

5. Salary settlement:

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

--

7. Amount included for any tentative salary schedule increases

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

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

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
784,347	823,564	864,742
81.6%	77.7%	74.0%
	5.0%	5.0%

**Certificated (Non-management) Prior Year Settlements**

Are any new costs from prior year settlements included in the budget?  
If Yes, amount of new costs included in the budget and MYPs  
If Yes, explain the nature of the new costs:

No		

--

**Certificated (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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
52,069	52,069	52,069
1.6%	1.6%	1.6%

**Certificated (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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

**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) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of classified (non-management) FTE positions	32.6	30.6	28.6	27.6

**Classified (Non-management) Salary and Benefit Negotiations**

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

Yes
-----

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:

Apr 08, 2020
--------------

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

Yes
-----

If Yes, date of Superintendent and CBO certification:

Apr 03, 2020
--------------

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

Yes
-----

If Yes, date of budget revision board adoption:

May 21, 2020
--------------

4. Period covered by the agreement:

Begin Date:

--

End Date:

--

5. Salary settlement:

Budget Year  
(2021-22)

1st Subsequent Year  
(2022-23)

2nd Subsequent Year  
(2023-24)

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

Yes	Yes	Yes
-----	-----	-----

**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

--

Budget Year  
(2021-22)

1st Subsequent Year  
(2022-23)

2nd Subsequent Year  
(2023-24)

7. Amount included for any tentative salary schedule increases

--	--	--

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

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
248,532	260,959	274,007
89.9%	85.7%	81.6%
	5.0%	5.0%

**Classified (Non-management) Prior Year Settlements**

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

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
9,852	9,852	9,852
1.0%	1.0%	1.0%

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

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

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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.):

none

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**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) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of management, supervisor, and confidential FTE positions	9.0	10.4	10.4	10.4

**Management/Supervisor/Confidential Salary and Benefit Negotiations**

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

Yes
-----

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:

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")

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?	Yes	Yes	Yes
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

--

4. Amount included for any tentative salary schedule increases

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Amount included for any tentative salary schedule increases			

**Management/Supervisor/Confidential Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
Total cost of H&W benefits	156,032	163,834	172,026
Percent of H&W cost paid by employer	77.8%	74.1%	70.6%
Percent projected change in H&W cost over prior year		5.0%	5.0%

**Management/Supervisor/Confidential Step and Column Adjustments**

- Are step & column adjustments included in the budget and MYPs?
- Cost of step and column adjustments
- Percent change in step & column over prior year

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
Cost of step and column adjustments	25,762	25,762	25,762
Percent change in step & column over prior year	3.0%	3.0%	3.0%

**Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)**

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Are costs of other benefits included in the budget and MYPs?	Yes	Yes	Yes
Total cost of other benefits	9,250	9,250	9,250
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?

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?

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**ADDITIONAL FISCAL INDICATORS**

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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?   | <input type="text" value="No"/>  |
| A2. Is the system of personnel position control independent from the payroll system?   | <input type="text" value="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)   | <input type="text" value="Yes"/> |
| A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?  | <input type="text" value="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? | <input type="text" value="No"/>  |
| A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?  | <input type="text" value="No"/>  |
| A7. Is the district's financial system independent of the county office system?  | <input type="text" value="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)   | <input type="text" value="No"/>  |
| A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?  | <input type="text" value="Yes"/> |

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

**Comments:**  
(optional)

A9. The Superintendent started in August 2020 and the CBO started in March 2021.

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**End of School District Budget Criteria and Standards Review**

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SACS2021 Financial Reporting Software - 2021.1.0  
6/3/2021 12:47:21 PM

49-70870-0000000

July 1 Budget  
2021-22 Budget  
Technical Review Checks

Piner-Olivet Union Elementary

Sonoma County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

### IMPORT CHECKS

CHK-FUNDxFUNCTION-A - (W) - The following combinations for FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION are invalid. Data should be corrected or narrative must be provided explaining why the exception(s) should be considered appropriate. EXCEPTION

ACCOUNT	FUND	FUNCTION	VALUE
FD - RS - PY - GO - FN - OB			
09-0000-0-0000-7191-5800	09	7191	4,000.00
Explanation:Combination has been utilized in the past so will correct combination in FY21-22.			

### GENERAL LEDGER CHECKS

### SUPPLEMENTAL CHECKS

### EXPORT CHECKS

Checks Completed.

## Acronyms

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

<b>Action Item: 8.3    <i>Approval of the 2019-20 and 2020-21 Annual Update for the Piner-Olivet Union School District</i></b>
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Special Meeting of: June 16, 2021	Action Item	Report Format: <b>Oral</b>
Attachment:	<b>Local Control Accountability Plan</b>	

**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 annual update includes an analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP) and 2020-21 Learning Continuity Plan (LCP).

**Fiscal Impact**

None at this time

**Recommendation**

Approve update



## Annual Update for Developing the 2021-22 Local Control and Accountability Plan

### Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Piner-Olivet Union School District	Olga Venegas Principal	ovenegas@pousd.org 707 522-3030

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Create a positive, learning focused environment and culture for all students.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 5: Pupil Engagement (Engagement)  
                          Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> My Voice Survey (students, teachers, and parents): % of students in grades 3-5 reported feeling important in their classrooms	My Voice Survey (students, teachers and parents) : 45%

Expected	Actual
<p><b>19-20</b>  Students need to feel safe to take risks, express their ideas, and collaborate with others.  Students need to feel engaged in learning and feel a sense of connection to their school community.</p> <p>As measured by:  My Voice Survey (students, teachers and parents) - 60% of students in grades 3-5 report feeling important in their classrooms; 55% of 6th graders report feeling like a valued member of the school community; 50% of students in grades 3-5 and 60% of students in grade 6 report feeling comfortable asking questions in class.</p> <p>Healthy Kids Survey: Survey administered biennially during the 2015-2016 school year. Feel safe at school (85%) -- Caring Relationship w/Adults (70%); Meaningful Participation (50%). School Connectedness (60%).</p> <p>Attendance Rates -- 97% or more  Truancy Rate -- 2% or less Suspension Rates -- 1% or less  Expulsion Rate - 0%</p> <p>Facilities: Sustain Exemplary Status  Williams Instructional Materials -- sustain 100% access.  Maintain 100% Teachers appropriately assigned and fully credentialed.</p> <p><b>Baseline</b>  My Voice Survey (students, teachers and parents) 2016-2017:   41 %</p>	
<b>Metric/Indicator</b>	48%

Expected	Actual
<p>% of 6th graders reported feeling like a valued member of the school community</p> <p><b>19-20</b> 29%</p> <p><b>Baseline</b> 68 %</p>	
<p><b>Metric/Indicator</b> % of students grades 3-5 reported feeling comfortable asking questions in class</p> <p><b>19-20</b> 67%</p> <p><b>Baseline</b> 49 %</p>	38%
<p><b>Metric/Indicator</b> % of students in grade 6 reported feeling comfortable asking questions in class</p> <p><b>19-20</b> 53%</p> <p><b>Baseline</b> 60%</p>	76%
<p><b>Metric/Indicator</b> CHKS: Feel safe at school %</p> <p><b>19-20</b> 74%</p> <p><b>Baseline</b> 79%</p>	52%
<p><b>Metric/Indicator</b> Caring Relationship w/Adults %</p> <p><b>19-20</b></p>	67%

Expected	Actual
51% <b>Baseline</b> 14%	
<b>Metric/Indicator</b> Meaningful Participation % <b>19-20</b> 13% <b>Baseline</b> 33%	33%
<b>Metric/Indicator</b> School Connectedness % <b>19-20</b> 40% <b>Baseline</b> 35%	60%
<b>Metric/Indicator</b> Attendance Rates -- % (April of Current Year) <b>19-20</b> 95% <b>Baseline</b> 96%	_____ %
<b>Metric/Indicator</b> Chronic Absenteeism (Previous Year)  Status Change Performance Color  Current Year as of April	Dashboard (2018-2019)  10% Increase 4% Red  (April 2020): _____

Expected	Actual
<p><b>19-20</b> Dashboard (2018-2019 Goal)</p> <p>5% Decrease 0.9% Green</p> <p>(April 2020): _____</p>	
<p><b>Metric/Indicator</b> Suspension Rates (Previous Year)</p> <p>Status Change Performance Color</p> <p>Current Year as of April</p> <p><b>19-20</b> Dashboard (2018-2019 Goal)</p> <p>3% 0.4% Green</p> <p>(April 2020): _____</p> <p><b>Baseline</b> 2.8%</p>	<p>Dashboard (2018-2019 Goal)</p> <p>2% Decrease 1.3% Green</p> <p>(April 2020): _____</p>

Expected	Actual
<p><b>Metric/Indicator</b> Expulsion Rate - %</p> <p><b>19-20</b> 0%</p> <p><b>Baseline</b> 0%</p>	0%
<p><b>Metric/Indicator</b> FIT Facilities: Sustained Exemplary Status</p> <p><b>19-20</b> Exemplary Status</p> <p><b>Baseline</b> Exemplary Status</p>	Exemplary Status
<p><b>Metric/Indicator</b> Williams Instructional Materials -- sustained 100% access.</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	100%
<p><b>Metric/Indicator</b> California Commission on Teacher Credentialing: Maintain 100% Teachers appropriately assigned and fully credentialed.</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	100%



## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 Continue implementation of social-emotional curriculum, including Toolbox and No Bully!</p>	<p>No additional costs as consultant is now employee. 5000-5999: Services And Other Operating Expenditures Supplemental No additional</p> <p>1.1.b My Voice Surveys (students, staff, and parents) (0000-1110-1000-5880-SG01) 5000-5999: Services And Other Operating Expenditures Supplemental \$775</p> <p>1.1.c Toolbox Consumable Materials (0000-1110-1000-4310-SG01) 4000-4999: Books And Supplies Supplemental \$120</p>	<p>1.1.a Professional development to support on-going implementation of Toolbox and Restorative Practices. No additional costs as consultant is now employee. (0000-1110-1000-5202) 5000-5999: Services And Other Operating Expenditures Supplemental 0</p> <p>1.1.b My Voice Surveys (students, staff, and parents) (0000-1110-1000-5880-SG01) 5000-5999: Services And Other Operating Expenditures Supplemental \$571</p> <p>1.1.c Toolbox Consumable Materials (0000-1110-1000-4310-SG01) 4000-4999: Books And Supplies Supplemental \$0</p>
<p>1.2 Provide each student with highly qualified teaching staff to support learning and positive school climate.</p>	<p>1.2.a Highly Qualified Principal (0000-1110-2700-1300/3xxx-0000) 1000-1999: Certificated Personnel Salaries Base \$143,768</p> <p>1.2.b Highly Qualified Teachers (0000-1110-1000-1100/3xxx-0000) 1000-1999: Certificated Personnel Salaries Base \$1,462,989</p> <p>1.2.c District-wide team for collaborative problem solving (0000-1110-1000-1130/1149-600-BG01) 1000-1999: Certificated Personnel Salaries Base \$500</p>	<p>1.2.a Highly Qualified Principal (0000-0000-2700-1300/3xxx-0000) 1000-1999: Certificated Personnel Salaries Base \$191,616</p> <p>1.2.b Highly Qualified Teachers (0000-1110-1000-1100/3xxx-0000) 1000-1999: Certificated Personnel Salaries Base \$1,254,583</p> <p>1.2.c District-wide team for collaborative problem solving (0000-1110-1000-1130/1149-600-BG01) 1000-1999: Certificated</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>1.2.d Grade Level Team Meetings (Site Based) / Student Assessment Team Meetings (Site Based) (0000-1110-1000-1149/3xxx-BG01)</p> <p>1000-1999: Certificated Personnel Salaries LCFF Base \$4,000</p> <p>1.2.e Develop District &amp; School Identity/Branding Statement - Kamm Solutions (0000-1110-1000-5830-SG01)</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$6,700</p>	<p>Personnel Salaries Base see 1.2.b</p> <p>1.2.d Grade Level Team Meetings (Site Based) / Student Assessment Team Meetings (Site Based) (0000-1110-1000-1149/3xxx-BG01)</p> <p>1000-1999: Certificated Personnel Salaries LCFF Base \$7,259</p> <p>1.2.e Develop District &amp; School Identity/Branding Statement - Kamm Solutions (0000-1110-1000-5830-SG01)</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$6,857</p>
<p>1.3 Provide in school and after school engagement activities such as sports, arts, clubs, etc.</p>	<p>1.3.a PE Technician (6 Hours/Day/School) (0000-1530-1000-2100/3xxx-SG01) 2000-2999: Classified Personnel Salaries Supplemental \$29,349</p> <p>1.3.b Teacher hourly rate (after school activities) (1650-1000-1130/1149/3xxx-SG01) 1000-1999: Certificated Personnel Salaries Supplemental \$500</p> <p>5800: Professional/Consulting Services And Operating Expenditures Base \$1,000</p> <p>1.3.d Music teacher (1.0 FTE shared by 3 K-6 sites)</p>	<p>1.3.a PE Technician (6 Hours/Day/School) (0000-1530-1000-2100/3xxx-SG01) 2000-2999: Classified Personnel Salaries Supplemental \$24,011</p> <p>1.3.b Teacher hourly rate (after school activities) (0000-1650-1000-1130/1149/3xxx-SG01) 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>1.3.d Music teacher (1.0 FTE shared by 3 K-6 sites)</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>(0000-1510-1000-1100-3xxx-SG01) 1000-1999: Certificated Personnel Salaries Supplemental \$25,501</p> <p>11.3.e Supplies -- Makers Club - Shared by 3 K6 programs (STEAM) (0000-1660-1000-4310-SG01) 4000-4999: Books And Supplies Supplemental \$2,000</p> <p>1.3.f Supplies -- After school programs (0000-1660-1000-4310-SG01) 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>1.3.g Homework Club (0000-1110-1000-2100/3xxx-SG01) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$5,800</p>	<p>(0000-1510-1000-1100-3xxx-SG01) 1000-1999: Certificated Personnel Salaries Supplemental \$97,455</p> <p>11.3.e Supplies -- Makers Club - Shared by 3 K6 programs (STEAM) (0000-1660-1000-4310-SG01) 4000-4999: Books And Supplies Supplemental \$0</p> <p>1.3.f Supplies -- After school programs (0000-1660-1000-4310-SG01) 4000-4999: Books And Supplies Supplemental \$0</p> <p>1.3.g Homework Club (0000-1110-1000-2100/3xxx-SG01) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$5,925</p>
<p>1.4 Provide clean and safe school facilities that support student engagement and positive school culture. Maintain clean and safe school facilities.</p>	<p>2000-2999: Classified Personnel Salaries Base \$30,469</p> <p>2000-2999: Classified Personnel Salaries Base \$25,121</p> <p>2000-2999: Classified Personnel Salaries Base \$143,911</p> <p>4000-4999: Books And Supplies Base \$15,000</p> <p>5000-5999: Services And Other Operating Expenditures Base \$1,025,000</p> <p>0000: Unrestricted Base \$33,333</p>	

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>1.5 Design classroom space and facilities to promote greater collaboration, creative expression and project- based learning.</p>	<p>1.4.a Maintenance Supervisor 4000-4999: Books And Supplies Base \$10,000</p> <p>1.4.b Grounds Supervisor 1000-1999: Certificated Personnel Salaries Base \$3,000</p> <p>1.4.c Custodial Staff including benefits 2000-2999: Classified Personnel Salaries Base \$260,328</p> <p>1.4.d Custodial/Maintenance supplies 4370,4380,4400 4000-4999: Books And Supplies Base \$28,000</p> <p>1.4.e Maintenance repairs including transfer to Def Maint Fund 5000-5999: Services And Other Operating Expenditures Base \$78,000</p>	<p>1.4.a Maintenance Supervisor (based on FY19/20 Employee Management) 2000-2999: Classified Personnel Salaries Base \$81,312</p> <p>1.4.b Grounds Supervisor 2000-2999: Classified Personnel Salaries Base Included in 1.4.a</p> <p>1.4.c Custodial Staff including benefits (8150-0000-8110-2200/3xxx-0000 2000-2999: Classified Personnel Salaries Base \$246,706</p> <p>1.4.d Custodial/Maintenance supplies (func 8110-obj 4370,4380,4400) 4000-4999: Books And Supplies Base \$33,881</p> <p>1.4.e Maintenance repairs including transfer to Def Maint Fund (func8110 ) 5000-5999: Services And Other Operating Expenditures Base \$79,029</p>
<p>1.6 Provide before/after school and recess student supervision.</p>	<p>1.5 21st century modernization project (0000-0-1110-1000-4310-RLCP) 2000-2999: Classified Personnel Salaries Base \$45,557</p>	<p>1.5 21st century modernization project (0000-0-1110-1000-4310-RLCP) 4000-4999: Books And Supplies Base 0</p>
<p>1.7 Provide tiers of social-emotional and behavioral intervention to support students in developing self- regulation strategies and positive social relationships.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$20,000</p> <p>See 1.1.c 4000-4999: Books And Supplies Supplemental</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.8 Provide Student Attendance Mediation services.	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,000  See 1.7.a 5800: Professional/Consulting Services And Operating Expenditures Supplemental	
1.6 Provide before/after school and recess student supervision.	1.6 Yard Duty Supervisors, Traffic Supervisors including benefits 2000-2999: Classified Personnel Salaries Base \$44,313	1.6 Yard Duty Supervisors, Traffic Supervisors 2000-2999: Classified Personnel Salaries Base \$29,155
1.7 Provide tiers of social-emotional and behavioral intervention to support students in developing self-regulation strategies and positive social relationships.	1.7.a Counselor (0000-1110-3110-5830-SG01) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,750  1.7.b Tier 2 Toolbox Curriculum 4000-4999: Books And Supplies Supplemental See 1.1.c	1.7.a Counselor (0000-1110-3110-5830-SG01) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0  1.7.b Tier 2 Toolbox Curriculum 4000-4999: Books And Supplies Supplemental See 1.1.c
1.8 Provide Student Attendance Mediation services.	1.8.a SAM Program (1110-1000-5830-SG01) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0  1.8.a Counseling time 5800: Professional/Consulting Services And Operating Expenditures Supplemental See 1.7.a	1.8.a SAM Program (1110-1000-5830-SG01) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0  1.8.a Counseling time 5800: Professional/Consulting Services And Operating Expenditures Supplemental See 1.7.a

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented except professional consulting services and 21st century modernization project due to budget cuts.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### Success:

- 51% of students feeling they had a caring relationship with an adult
- 5% increase in school connectedness
- 100% of our teachers are appropriately assigned and credentialed in 2019-2020
- 100% of students have instructional materials in 2019-2020

### Challenges:

- 20% decrease in meaningful participation
- 5% decrease in feeling safe at school
- 39% decrease in 6th grade students not feeling as a valued member of the school community
- Identifying the direct impacts of COVID-19 in a virtual environment has proven to be very challenging.

## Goal 2

Implement teaching practices that support students in the achievement of California Content Standards and the District's Student Outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> % of teachers who participated in professional development related to CCSS, ELA, CCSS Math and ELD.	100%

Expected	Actual
<p><b>19-20</b> Teachers need to have opportunities for professional learning to develop and refine teaching practices that support the District's Student Outcomes.</p> <p>As measured by: # of teachers who have participated in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning. Establish baseline for evidence of classroom practices related to the California Content Standards and the District's Student Outcomes (student work products, lessons/units, rubrics developed) Establish baseline for % of classrooms w/ evidence of core instructional practices aligned to the Common Core State Standards in ELA and Math. Teacher feedback on professional learning opportunities offered: 80% positive feedback expected.</p> <p>BrightBytes Survey: Foundational Skills -- 55% will report ease with these types of tasks. Online Skills -- 75% will utilize these skills. Multimedia Skills -- 40% will report ease with these types of tasks.</p> <p><b>Baseline</b> 100%.</p>	
<p><b>Metric/Indicator</b> Establish baseline for evidence of classroom practices related to the California Content Standards and the District's Student Outcomes (student work products, lessons/units, rubrics developed)</p> <p><b>19-20</b> 12 of 12 teachers</p>	12 of 12 teachers



Expected	Actual
<p><b>Metric/Indicator</b> % of classrooms w/ evidence of core instructional practices aligned to the California Common Core Standards and the District's Student Outcomes.</p> <p><b>19-20</b> 100 % of classrooms</p> <p><b>Baseline</b> 100 %</p>	100 % of classrooms
<p><b>Metric/Indicator</b> Teacher feedback on professional learning opportunities offered: % positive feedback received.</p> <p><b>19-20</b> 90 % positive feedback</p> <p><b>Baseline</b> 100 % positive feedback</p>	92 % positive feedback
<p><b>Metric/Indicator</b> My Voice Survey- Teacher Number of Respondents</p> <p><b>19-20</b> 12</p>	14
<p><b>Metric/Indicator</b> % of teachers who feel like a valued member of school community</p> <p><b>19-20</b> &gt;90%</p> <p><b>Baseline</b> 91% (17-18)</p>	79%

Expected	Actual
<p><b>Metric/Indicator</b> % of teachers who feel professional development is important to educational growth</p> <p><b>19-20</b> 87%</p> <p><b>Baseline</b> 86% (17-18)</p>	92%
<p><b>Metric/Indicator</b> % of teachers who feel staff work in collaborative manner</p> <p><b>19-20</b> &gt;90%</p> <p><b>Baseline</b> 86% (17-18)</p>	57%

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1 Regular schedule for grade level, cross grade level collaboration (1-2x per month during school day, after school, district faculty meetings) for teachers to review student work, develop rubrics, plan instruction and reflect on teaching practice within and across grade levels.</p>	<p>2.1 Changed schedule to include shortened Wednesdays for students, allowing staff time to collaborate, review student work, develop rubrics, plan instruction, and reflect on teaching practice. Costs included in Salaries/Benefits for Highly Qualified Teachers. (0000-1110-1000-1149-SUBX 1000-1999: Certificated Personnel Salaries Base \$1,100</p>	<p>2.1 Changed schedule to include shortened Wednesdays for students, allowing staff time to collaborate, review student work, develop rubrics, plan instruction, and reflect on teaching practice. Costs included in Salaries/Benefits for Highly Qualified Teachers. (0000-1110-1000-1149-SUBX 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p>
<p>2.2 Provide professional learning opportunities to develop and support instructional practices aligned with the District Student Outcomes and California Content Standards for English Language Arts, Mathematics, Writing, Project Based Learning, and Next Generation Science Standards.</p>	<p>2.2.a Instructional Coach (1 FTE District-wide) (0000-1570-1000-1100-600-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental \$35,301</p>	<p>2.2.a Instructional Coach (1 FTE District-wide) (0000-1570-1000-1100-600-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental See 3.2.f</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>2.2.b Technology Integration Coach (1 FTE shared by 3 K-6 schools) (0000-1230-1000-1100-600-SGPD) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,400</p> <p>2.2.c Continue Writing PD (7510-0-1110-1000-5202-0000) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$35,201</p> <p>2.2.d Continue Writing PD - Teacher time (7510-0-1110-1000-1130-0000) 5800: Professional/Consulting Services And Operating Expenditures Base \$3,000</p> <p>2.2.e 21st Century Teaching and Learning Professional Development (Teacher release time and/or SCOE Contract) (0000-5830-SG02/0000-1110-1000-1130) 1000-1999: Certificated Personnel Salaries Supplemental \$1,000</p> <p>2.2.f Not anticipating any need for participation in NCTIP Program in 2019-2020 (0000-5830-BTSA) 5800: Professional/Consulting Services And Operating Expenditures Base \$9,900</p> <p>2.2.g Release time for teacher participation in professional development. (0000-1110-1000-</p>	<p>2.2.b Technology Integration Coach (1 FTE shared by 3 K-6 schools) (0000-1230-1000-1100-600-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental \$94,423</p> <p>2.2.c Continue Writing PD (7510-0-1110-1000-5202-0000) 5000-5999: Services And Other Operating Expenditures Other \$0</p> <p>2.2.d Continue Writing PD - Teacher time (7510-0-1110-1000-1130-0000) 1000-1999: Certificated Personnel Salaries Other \$0</p> <p>2.2.e 21st Century Teaching and Learning Professional Development (Teacher release time and/or SCOE Contract) (0000-5830-SG02/0000-1110-1000-1130) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0</p> <p>2.2.f Not anticipating any need for participation in NCTIP Program in 2019-2020 (0000-5830-BTSA) 5800: Professional/Consulting Services And Operating Expenditures Base \$0</p> <p>2.2.g Release time for teacher participation in professional development. (0000-1110-1000-</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1149-SGPD) 1000-1999: Certificated Personnel Salaries Base \$3,000	1149-SGPD) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,540
2.3 Provide formal and informal professional learning opportunities for teachers to develop instructional practices aligned to the District Student Outcomes, focused on writing, PBL, Next Generation Science Standards, technology and math.	<p>2.3.a Revised student schedule to allow staff time on shortened Wednesdays 1000-1999: Certificated Personnel Salaries Supplemental \$7,000</p> <p>2.3.b Professional development workshops for teachers, classified instructional support staff, and principals.(4035-1110-1000-5202-T2PD) 5000-5999: Services And Other Operating Expenditures Title II \$1,000</p> <p>2.3.c Conferences -- Literacy, technology, math. (0000-5202-SGPD) 5000-5999: Services And Other Operating Expenditures Supplemental \$5,200</p> <p>1000-1999: Certificated Personnel Salaries Base \$13,900</p> <p>1000-1999: Certificated Personnel Salaries Base \$2,000</p> <p>2.3.d Director of Innovative Learning (50%) (0000-1110-2100-1300-600-SG02) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,500</p> <p>2.3.e Release time for teacher participation in professional development for writing (4035-</p>	<p>2.3.a Revised student schedule to allow staff time on shortened Wednesdays 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p> <p>2.3.b Professional development workshops for teachers, classified instructional support staff, and principals.(4035-1110-1000-5202-T2PD) 5000-5999: Services And Other Operating Expenditures Title II \$600</p> <p>2.3.c Conferences -- Literacy, technology, math. (0000-5202-SGPD) 5000-5999: Services And Other Operating Expenditures Supplemental \$0</p> <p>2.3.d Director of Innovative Learning (50%) (0000-1110-2100-1300-600-SG02) 1000-1999: Certificated Personnel Salaries Supplemental \$53,180</p> <p>2.3.e Release time for teacher participation in professional development for writing (4035-</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1110-1000-1149) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$4,000  2.3.f Professional development for staff on new math series. (7510- 1110-1000-1149-0000)  1000-1999: Certificated Personnel Salaries Other \$4,000	1110-1000-1149) 1000-1999: Certificated Personnel Salaries Title II \$3,771  2.3.f Professional development for staff on new math series. (7510- 1110-1000-1149-0000)  1000-1999: Certificated Personnel Salaries Other \$0
2.4 Develop pilot program for Math performance tasks - K-6	2.4 Implement Math performance tasks program-consultant time and release time (0000-1460-1000-1149/5830) 5800: Professional/Consulting Services And Operating Expenditures Base \$1,500	2.4 Implement Math performance tasks program-consultant time and release time (0000-1460-1000-1149/5830) 5800: Professional/Consulting Services And Operating Expenditures Base \$0
2.5 Design units of instruction aligned with CCS Math, ELA, including formative and summative assessments across K-6.	2.5 Collaboration time for teachers-release time and/or extra-duty time. Teacher costs embedded in Salaries 1000-1999: Certificated Personnel Salaries Base \$1,000	2.5 Collaboration time for teachers-release time and/or extra-duty time. Teacher costs embedded in Salaries 1000-1999: Certificated Personnel Salaries Base See 1.2.b
2.6 Develop proposal for Integration of arts education across curricular areas.	1000-1999: Certificated Personnel Salaries Supplemental \$3,000  See 2.3.c 1000-1999: Certificated Personnel Salaries Supplemental	
2.7 Implement ELD instructional strategies to promote academic discourse, structured language practices across core curricular areas and designated English Language Development during the school day.	2.6.a Professional development for general education teachers to learn arts integration strategies to use across curriculum-release time and/or extra-duty time. (0000-1110-1000-1130-SGPD) 5800: Professional/Consulting	2.6.a Professional development for general education teachers to learn arts integration strategies to use across curriculum-release time and/or extra-duty time. (0000-1110-1000-1130-SGPD)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Services And Operating Expenditures Supplemental \$3,000  2.6.b Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Supplemental \$2,100	1000-1999: Certificated Personnel Salaries Supplemental \$0  2.6.b Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Supplemental See 2.3.d
2.8 Provide professional development opportunities for integrating tiers of intervention support for students in ELA and Math.	See 2.2.a 1000-1999: Certificated Personnel Salaries Supplemental  5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000  5800: Professional/Consulting Services And Operating Expenditures Supplemental \$500	
2.7 Implement ELD instructional strategies to promote strategies academic discourse, structured language practices across core curricular areas and designated English Language Development during the school day.	2.7.a Consultation with SCOE ELD Coordinator to develop schoolwide practices to support EL students in all curricular areas. (4760-1000-5830-SG02) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,800  2.7.b Collaboration time to plan ELD instruction, review assessments of student progress and refine instructional practices. (01-0000-0-1110-1000-1130) Schedule change to shortened Wednesdays allowed, collaboration time within regularly scheduled day 1000-1999: Certificated Personnel Salaries Base See 1.2.b	2.7.a Consultation with SCOE ELD Coordinator to develop schoolwide practices to support EL students in all curricular areas. (4760-1000-5830-SG02) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0  2.7.b Collaboration time to plan ELD instruction, review assessments of student progress and refine instructional practices. (01-0000-0-1110-1000-1130) Schedule change to shortened Wednesdays allowed, collaboration time within regularly scheduled day 1000-1999: Certificated Personnel Salaries Base See 1.2.b

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.8 Provide professional development opportunities for integrating tiers of intervention support for students in ELA and Math.	2.8.a Instructional Coach 1000-1999: Certificated Personnel Salaries Supplemental See 2.2.a  2.8.b Professional development focused on intervention strategies (0000-5830) 5800: Professional/Consulting Services And Operating Expenditures Supplemental No additional costs  2.8.c Santa Rosa City Schools and SCOE Network (0000-5830) 5800: Professional/Consulting Services And Operating Expenditures Supplemental No additional costs	2.8.a Instructional Coach 1000-1999: Certificated Personnel Salaries Supplemental See 2.2.a  2.8.b Professional development focused on intervention strategies (0000-5830) 5800: Professional/Consulting Services And Operating Expenditures Supplemental No additional costs  2.8.c Santa Rosa City Schools and SCOE Network (0000-5830) 5800: Professional/Consulting Services And Operating Expenditures Supplemental No additional costs

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the Actions/Services were implemented except additional math, writing and 21st Century Professional Development and conferences due to budget cuts and COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### Successes

- 100% of classrooms show evidence of core instructional practices aligned to the California Common Core Standards and the District's Student Outcomes.
- 4% increase of teachers who feel staff work in collaborative manner
- Technology Integration Coach to aid in success of distance learning
- Shortened Wednesdays and additional grade level planning days that helped teachers implement teaching practices that support students in the achievement of the California Common Core Standards and the District's Student Outcomes

## Challenges

- 10% decrease in positive teacher feedback on professional learning opportunities offered.
- Identifying the direct impacts of COVID-19 in a virtual environment has proven to be very challenging.



# Goal 3

All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Renaissance Learning Assessments STAR Reading (Gr. 3-6): % of students in grades 3-6 read grade level literary and informational text with accuracy and comprehension.	____%

Expected	Actual
<p><b>19-20</b>  Students need to demonstrate proficiency in skills for future success such as literacy skills, mathematical reasoning, productive collaboration, critical and creative thinking, effective communication.</p> <p>Students need to develop proficiency in academic language (all) and English language skills (EL).</p> <p>Students need to demonstrate proficiency in the use of digital tools for research (accessing information), evaluating sources, digital citizenship, communication, collaboration and problem solving for college and career readiness.</p> <p>Students need to develop physical fitness.</p> <p>As measured by:  Renaissance Learning Assessments STAR Reading (Gr. 3-6): 50% of students in grades 3-6 will read grade level literary and informational text with accuracy and comprehension.  STAR Math (Gr. 3-6): 60% of students will score at or above proficiency on grade level standards.  DIBELS (K-6) -- 70% of students will be meeting grade level benchmarks.  CAASPP - a 10% increase from 2015-16 in ELA and Math.</p> <p>Title III Accountability  AMAO I - Students making progress learning English -- 53% will meet target  AMAO II - Less than 5 yrs. attaining English Proficiency -- 23% will meet target  EL Reclassification - Students Redesignated English Proficient - 5% or more will meet target</p> <p>BrightBytes Student Survey:  40% of students asked to write online at least monthly.  65% of students collaborate with classmates online at least monthly.  40% use digital tools to solve authentic problems at least monthly.</p>	

Expected	Actual
<p><b>Metric/Indicator</b> STAR Math (Gr. 3-6): % of students scored at or above proficiency on grade level standards.</p> <p><b>19-20</b> 65%</p> <p><b>Baseline</b> 50%</p>	<p>___%</p>
<p><b>Metric/Indicator</b> DIBELS (K-6) - % of students met grade level benchmarks.</p> <p><b>19-20</b> 36%</p> <p><b>Baseline</b> 32%</p>	<p>___%</p>
<p><b>Metric/Indicator</b> ELA Academic Indicator (CAASPP 3-6) Status: Change: Performance Color:</p> <p><b>19-20</b> (2018-2019 Goal) 5 points below standards Increased 11 points Green</p> <p><b>Baseline</b> (2016-2017 Data) 30 points below standards Decreased 1 point Orange</p>	<p>CA Dashboard (2018-2019) 22 points below standards Decreased 6 points Orange</p>

Expected	Actual
<p><b>Metric/Indicator</b>            ELA Academic Indicator (CAASPP 3-6)            Number of Subgroups in Red or Orange</p> <p><b>19-20</b>            (2018-2019 Goal)            0 Orange            0 Red</p> <p><b>Baseline</b>            (2016-2017 Data)            3 Orange (EL, Hispanic, SED)            0 Red</p>	<p>CA Dashboard            (2018-2019)            4 Orange            0 Red</p>
<p><b>Metric/Indicator</b>            Math Academic Indicator (CAASPP 3-6)            Status:            Change:            Performance Color:</p> <p><b>19-20</b>            (2018-2019 Goal)</p> <p>45 points below standards            Increased 15 points            Yellow</p> <p><b>Baseline</b>            (2016-2017 Data)</p> <p>75 points below standards            Decreased 4 point            Orange</p>	<p>CA Dashboard            (2018-2019 )</p> <p>50 points below standards            Increased 8 points            Yellow</p>

Expected	Actual
<p><b>Metric/Indicator</b> Math Academic Indicator (CAASPP 3-6) Number of Subgroups in Red or Orange:</p> <p><b>19-20</b> (2018-2019 Goal)</p> <p>0 Orange 0 Red</p> <p><b>Baseline</b> (2016-2017 Data)</p> <p>1 Orange (Hispanic) 2 Red (EL, SED)</p>	<p>CA Dashboard (2018-2019 Goal)</p> <p>1 Orange 0 Red</p>
<p><b>Metric/Indicator</b> English Learner Indicator</p> <p><b>19-20</b> TBD</p> <p><b>Baseline</b> 2015: 64% 2016: 77%</p>	<p>CA Dashboard 61% High Status</p>
<p><b>Metric/Indicator</b> Physical Fitness Test (5th grade): Aerobic Capacity -- % in HFZ Body Composition -- % in HFZ</p> <p><b>19-20</b> (2018-2019 Goal)</p>	<p>(2018-2019 -Dataquest) 39% 58%</p>

Expected	Actual
64% 56%  <b>Baseline</b> (2015-2016 Data) 68% 61%	
<b>Metric/Indicator</b> All students (Gr. 1-6) have access to a broad course of study (English, math, social science, science, visual and performing arts, health and PE)  <b>19-20</b> 100%  <b>Baseline</b> 100%	100%

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Assess student progress toward curricular goals	3.1.a Renaissance Learning (STAR Reading & Star Math) (0000-1110-1000-4310-SG03) 4000-4999: Books And Supplies Supplemental \$2,700  3.1.b DIBELS and ESGI - annual subscription (0000-1110-1000-4340/5840) 5000-5999: Services And Other Operating Expenditures Base \$1,975	3.1.a Renaissance Learning (STAR Reading & Star Math) (0000-1110-1000-4310-SG03) 4000-4999: Books And Supplies Supplemental \$2,278  3.1.b DIBELS and ESGI - annual subscription (0000-1110-1000-4340/5840) 4000-4999: Books And Supplies Base \$765

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>See 2.5 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p> <p>See 1.2.b 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p>	<p>3.1.c Collaboration time for teams of teachers to develop assessment practices aligned with District Student Outcomes. 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p> <p>3.1.d Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p>
<p>3.2 Implement Project-Based Learning/Inquiry methods focused on integrated units of instruction aligned with District Student Outcomes and California Content Standards.</p>	<p>2000-2999: Classified Personnel Salaries Base See 2.5</p> <p>4000-4999: Books And Supplies Base \$500</p> <p>See 2.3.c 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p> <p>See 1.2.b 1000-1999: Certificated Personnel Salaries Base</p> <p>3.2.c Director of Innovative Learning (40%) 4000-4999: Books And Supplies Base \$25,000</p> <p>3.2.d Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p> <p>3.2.e Instructional Materials-Math Curriculum Committee Development -minimal replacement costs (6300-0-1110-1000-4110-7156) 4000-4999: Books And Supplies Base \$1,000</p>	<p>3.2.a Collaboration Time - PBL 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p> <p>3.2.c Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Base See 2.3.d</p> <p>3.2.d Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p> <p>3.2.e Instructional Materials-Math Curriculum Committee Development -minimal replacement costs (6300-0-1110-1000-4110) 4000-4999: Books And Supplies Base \$1,663</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3.2.f Implement STEAM lab (Lindsay Hunter) (0000-1110-1000-5830-STEM) 5000-5999: Services And Other Operating Expenditures LCFF Base \$17,000	3.2.f Implement STEAM lab (Lindsay Hunter) (0000-1110-1000-5830-STEM) 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,000
3.3 Provide instruction to students in developing literacy, media literacy, research and digital citizenship skills.	<p>3.3.a Library Tech (30 hours per week per K-6 school) (0000-1110-2420-2200/3xxx) 2000-2999: Classified Personnel Salaries Supplemental \$32,763</p> <p>See 2.2.c 1000-1999: Certificated Personnel Salaries Supplemental See 2.2.b</p> <p>3.3.c Conduct needs assessment for resources for balanced literacy instruction (0000-1110-1000-1130-SG03) 1000-1999: Certificated Personnel Salaries Supplemental \$500</p> <p>See 2.3.c 1000-1999: Certificated Personnel Salaries Base See 2.3.d</p>	<p>3.3.a Library Tech (30 hours per week per K-6 school) (0000-1110-2420-2200/3xxx) 2000-2999: Classified Personnel Salaries Supplemental \$35,182</p> <p>3.3.b Technology Integration Coach (1 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental See 2.2.b</p> <p>3.3.c Conduct needs assessment for resources for balanced literacy instruction (0000-1110-1000-1130-SG03) 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>3.3.d Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Base See 2.3.d</p>
3.4 Provide arts education (visual, digital, music, performing arts) for students to develop communication, creativity and critical thinking skills.	<p>See 1.3.d 1000-1999: Certificated Personnel Salaries Supplemental See 1.3.d</p> <p>4000-4999: Books And Supplies Supplemental \$500</p> <p>3.4.b Materials for after school art projects (0000-1130-1000-4310-SG03) 4000-4999: Books And Supplies Supplemental \$500</p>	<p>3.4.a Music teacher (1 FTE shared between 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental See 1.3.d</p> <p>3.4.b Materials for after school art projects (0000-1130-1000-4310-SG03) 4000-4999: Books And Supplies Supplemental \$0</p>



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
3.5 Provide students with instruction to develop motor skills/physical fitness.	See 1.3.a 2000-2999: Classified Personnel Salaries Base See 1.3.a	3.5 PE Technician (6 Hrs/Day/School) 2000-2999: Classified Personnel Salaries Base See 1.3.a
3.6 Provide academic support for students with disabilities to access a rigorous curriculum aligned with California Content Standards and the District's Student Outcomes.	<p>3.6.a Special Ed Teachers for RSP (2 FTE for District K-12 Program) (6500-5770-1120-1100-0000) 1000-1999: Certificated Personnel Salaries Special Education \$57,420</p> <p>3.6.b Special Ed Teacher for SDC (1 FTE for District K-6 Program) (6500-5770-1110-1100-0000) 1000-1999: Certificated Personnel Salaries Special Education \$34,058</p> <p>3.6.c RSP Assistant (6500-5770-1120-2100) 2000-2999: Classified Personnel Salaries Title I \$9,136</p> <p>3.6.d Specialized Assistants (SDC) (6500-5770-1110-2100) 2000-2999: Classified Personnel Salaries Special Education \$11,248</p> <p>3.6.e Speech &amp; Language Specialists (1.4 FTE for District K-12 Program) (6500-5770-3150-1200) 1000-1999: Certificated Personnel Salaries Special Education \$48,082</p> <p>3.6.f Director of Special Education/Intervention (.60 for District K-12 Program) (6500-5770-2100-1300-) 1000-1999:</p>	<p>3.6.a Special Ed Teachers for RSP (2 FTE for District K-12 Program) (6500-5770-1120-1100-0000) 1000-1999: Certificated Personnel Salaries Special Education \$122,447</p> <p>3.6.b Special Ed Teacher for SDC (1 FTE for District K-6 Program) (6500-5770-1110-1100-0000) 1000-1999: Certificated Personnel Salaries Special Education \$48,587</p> <p>3.6.c RSP Assistant (6500-5770-1120-2100) 2000-2999: Classified Personnel Salaries Special Education \$26,713</p> <p>3.6.d Specialized Assistants (SDC) (6500-5770-1110-2100) 2000-2999: Classified Personnel Salaries Special Education \$32,778</p> <p>3.6.e Speech &amp; Language Specialists (1.4 FTE for District K-12 Program) (6500-5770-3150-1200) 1000-1999: Certificated Personnel Salaries Special Education \$454</p> <p>3.6.f Director of Special Education/Intervention (.60 for District K-12 Program) (6500-5770-2100-1300-) 1000-1999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Certificated Personnel Salaries Special Education \$15,000	Certificated Personnel Salaries Special Education \$67,168
3.7 Develop Math Curriculum Committee to research and explore math instructional resources.	See 2.4 1000-1999: Certificated Personnel Salaries Base See 2.4  no cost 4000-4999: Books And Supplies Base See 3.2.e	3.7.a Collaboration time for Math Curriculum Committee to research math instructional materials 1000-1999: Certificated Personnel Salaries Base See 2.4  3.7.b Implement Math instructional materials 4000-4999: Books And Supplies Base See 3.2.e
3.8 Provide Community Connected Learning opportunities	3.8.a Off-Campus Community Learning events (field trips) (0000-5806-FT03) (Based on \$25/ADA) 5000-5999: Services And Other Operating Expenditures Base \$7,800  3.8.b On-Campus Community Learning events (guest speakers, presentations, etc) (0000-5880-FT03) 5800: Professional/Consulting Services And Operating Expenditures Base \$500  3.8.c 6th grade Science Outdoor Education (0000-1515-1000-5808-FT03) (Based on \$180/6th Grade Students) (Projecting 41 6th Grade Students in 2019-2020) 5000-5999: Services And Other Operating Expenditures Base \$8,000	3.8.a Off-Campus Community Learning events (field trips) (0000-1110-1000-5806-FT03) (Based on \$25/ADA) 5800: Professional/Consulting Services And Operating Expenditures Base \$1,812  3.8.b On-Campus Community Learning events (guest speakers, presentations, etc) (0000-1110-1000-5880-FT03) 5800: Professional/Consulting Services And Operating Expenditures Base \$0  3.8.c 6th grade Science Outdoor Education (0000-1515-1000-5808-FT03) (Based on \$180/6th Grade Students) (Projecting 41 6th Grade Students in 2019-2020) 5000-5999: Services And Other Operating Expenditures Base \$8,770
3.9 Provide tiers of support (Rtl) for students who need targeted instruction and academic intervention.	1000-1999: Certificated Personnel Salaries Supplemental See 2.5	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Supplemental \$500  No Cost 4000-4999: Books And Supplies Other  1000-1999: Certificated Personnel Salaries Supplemental \$8,325	
3.10 Provide extended instructional time before and after school for students who need additional academic support in ELA and Math.	1000-1999: Certificated Personnel Salaries Supplemental \$500  4000-4999: Books And Supplies Supplemental \$500	
3.11 Provide extended learning time for students during summer.	3.9.a Collaboration time for teachers to review benchmark data, plan interventions, and assess student progress. 1000-1999: Certificated Personnel Salaries Supplemental \$2,000  3.9.b Intervention materials (Rewards, SIPPS) (0000-4310) 4000-4999: Books And Supplies Supplemental \$1,000  3.9.c Lexia Reading - 3-year subscription (0000-1570-1000-5840-SG03) 4000-4999: Books And Supplies Supplemental \$8,370  3.9.d Director of Special Education/Intervention (.20 for District K-12 Intervention Program) (0000-1110-2100-1300-600) 1000-1999: Certificated Personnel Salaries Supplemental \$9,777	3.9.a Collaboration time for teachers to review benchmark data, plan interventions, and assess student progress. 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b  3.9.b Intervention materials (Rewards, SIPPS) (0000-4310-SG03) 4000-4999: Books And Supplies Supplemental \$2,279  3.9.c Lexia Reading - 3-year subscription (0000-1570-1000-5840-SG03) 4000-4999: Books And Supplies Supplemental \$2,848  3.9.d Director of Special Education/Intervention (.20 for District K-12 Intervention Program) (0000-1110-2100-1300-600) 1000-1999: Certificated Personnel Salaries Supplemental \$21,272

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.10 Provide extended instructional time before and after school for students who need additional academic support in ELA and Math.	3.10.a Teacher hourly rate (0000-1660-1000-1130-SG03) 1000-1999: Certificated Personnel Salaries Supplemental \$600  3.10 Intervention materials (0000-1660-1000-4310-SG03) 4000-4999: Books And Supplies Supplemental \$500	3.10.a Teacher hourly rate (0000-1660-1000-1130-SG03) 1000-1999: Certificated Personnel Salaries Supplemental \$0  3.10 Intervention materials (0000-1660-1000-4310-SG03) 4000-4999: Books And Supplies Supplemental \$0
3.11 Provide extended learning time for students during summer.	3.11 Teacher hourly rate (0000-1650-1000-1130- SG03/SGMK) 1000-1999: Certificated Personnel Salaries Supplemental \$14,033	3.11 Teacher hourly rate (0000-1650-1000-1130- SG03/SGMK) 1000-1999: Certificated Personnel Salaries Supplemental \$0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the Actions/Services were implemented except extended learning time for students during the summer due to COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### Successes

- 100% access for all students to a broad course of study
- 100% of our teachers are appropriately assigned and credentialed in 2019-2020
- Implementation of 2nd year of math curriculum

### Challenges

- Decrease in Star Reading and Math for 4th-5th grade students
- Identifying the direct impacts of COVID-19 in a virtual environment has proven to be very challenging.

## Goal 4

Improve parent engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> # of Event Sign-ins or attendees</p> <p><b>19-20</b> Parents need access to up-to-date information on school events, student learning activities, and a clear understanding of instructional goals to support their child's education. Parents, including the parents of unduplicated students and students with exceptional needs, need to feel a sense of connection and engagement with the school community.</p> <p>Metrics: Parent participation on LCAP engagement sessions -- increase to 20%. Parent participation in surveys to gather feedback via BrightBytes and MyVoice - increase to 30%. Sustain or improve # parent volunteer sign ins. Engagement statistics on social media sites -- improve parent engagement on Facebook page by 10%.</p>	

Expected	Actual
<p><b>Baseline</b> 693 as of April 16, 2018</p>	
<p><b>Metric/Indicator</b> My Voice Parent Survey # of Respondents</p> <p><b>19-20</b> &gt;9</p> <p><b>Baseline</b> 18-19 baseline year of 8</p>	29
<p><b>Metric/Indicator</b> % Feel welcome at school</p> <p><b>19-20</b> 80%+</p> <p><b>Baseline</b> 18-19 baseline year of 100%</p>	79%
<p><b>Metric/Indicator</b> % Parent evenings/meetings are worth attending</p> <p><b>19-20</b> 80%+</p> <p><b>Baseline</b> 18-19 baseline year of 100%</p>	85%
<p><b>Metric/Indicator</b> % Feel comfortable going to parent-teacher conferences</p> <p><b>19-20</b> 80%+</p> <p><b>Baseline</b> 18-19 baseline year of 100%</p>	90%

Expected	Actual
<p><b>Metric/Indicator</b> # of consistent parent volunteers</p> <p><b>19-20</b> 30</p> <p><b>Baseline</b> 18-19 baseline year of 25</p>	<p>_____</p>
<p><b>Metric/Indicator</b> # of volunteers</p> <p><b>19-20</b> 155+</p> <p><b>Baseline</b> 18-19 baseline year:155</p>	<p>_____</p>
<p><b>Metric/Indicator</b> Facebook Engagement</p> <p><b>19-20</b> 321+ Likes 327+ Follows</p> <p><b>Baseline</b> 18-19 baseline year of 321 Likes 327 Follows</p>	<p>_____ + Likes _____ + Follows</p>
<p><b>Metric/Indicator</b> Newsletter Readership</p> <p><b>19-20</b> 14 Newsletters 2,000 views</p> <p><b>Baseline</b> According to Smores Analytics</p>	<p>_____ Newsletters _____ views</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.1 Parent Education: Literacy, Numeracy, technology, English language, Student Outcomes, 4C's, Social-Emotional learning, and Positive Parenting.</p>	<p>4.1.a Teacher hourly rate (0000-1110-1000-1130/3xxx-SG04) 1000-1999: Certificated Personnel Salaries Supplemental \$1,000</p> <p>4.1.b Materials (0000-4390) 4000-4999: Books And Supplies Supplemental \$500</p> <p>4.1.c Outreach Worker (0000-4760-1000-2100/3xxx-SG04) 2000-2999: Classified Personnel Salaries Supplemental \$8,000</p> <p>4.1.d Child Care (0000-1110-1000-2100/3xxx-SG04) 2000-2999: Classified Personnel Salaries Supplemental \$500</p>	<p>4.1.a Teacher hourly rate (0000-1110-1000-1130/3xxx-SG04) 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>4.1.b Materials (0000-4390) 4000-4999: Books And Supplies Supplemental \$0</p> <p>4.1.c Outreach Worker (0000-4760-1000-2100/3xxx-SG04) 2000-2999: Classified Personnel Salaries Supplemental \$35,205.76</p> <p>4.1.d Child Care (0000-1110-1000-2100/3xxx-SG04) 2000-2999: Classified Personnel Salaries Supplemental \$0</p>
<p>4.2 Develop tools to communicate with parents regarding student progress</p>	<p>4.2 Develop report card tools to communicate student progress (0000-1110-1000-5830-SG04) 1000-1999: Certificated Personnel Salaries Supplemental \$500</p>	<p>4.2 Develop report card tools to communicate student progress (0000-1110-1000-5830-SG04) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0</p>
<p>4.3 Use a variety of communication platforms to promote an understanding of educational programs and parent engagement such as social media, district and school websites, SchoolGo mobile app, e-newsletters, LCAP Infographics and virtual meetings (AnyMeeting, Google Hangouts, etc.) including School/Community events that showcase student learning (exhibitions, performances, etc.)</p>	<p>4.3.a AnyMeeting annual subscription (0000-1110-1000-4340) 4000-4999: Books And Supplies Base \$200</p> <p>4.3.b Constant Contact annual subscription (0000-1110-1000-4340) 4000-4999: Books And Supplies Base \$100</p> <p>Weebly Pro Annual Subscription 4000-4999: Books And Supplies Base \$100</p>	<p>4.3.a AnyMeeting annual subscription (0000-1110-1000-4340) 4000-4999: Books And Supplies Base \$0</p> <p>4.3.b Constant Contact annual subscription (0000-1110-1000-4340) 4000-4999: Books And Supplies Base \$0</p> <p>4.3.c Weebly Pro Annual Subscription (0000-1110-1000-4340) 4000-4999: Books And Supplies Base \$0</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Photography 4000-4999: Books And Supplies Base \$100  4.3.e SchoolGo annual subscription (\$1 per student) (0000-1110-1000-4340) 4000-4999: Books And Supplies Base \$50  4.3.f LCAP Infographics for Website (1110-5830) 5000-5999: Services And Other Operating Expenditures Base \$1,662	4.3.d Photography 4000-4999: Books And Supplies Base No additional costs  4.3.e SchoolGo annual subscription (\$1 per student) (0000-1110-1000-4340) 4000-4999: Books And Supplies Base \$0  4.3.f LCAP Infographics for Website (1110-1000-5830-0000) 5800: Professional/Consulting Services And Operating Expenditures Base \$4698
4.4 Provide parent education through Community-Based Tutoring program, including English language support, strategies for supporting students in academic learning at home.	2000-2999: Classified Personnel Salaries Supplemental \$500  See 4.1.c 2000-2999: Classified Personnel Salaries Supplemental  See 2.3.c 1000-1999: Certificated Personnel Salaries Supplemental  5000-5999: Services And Other Operating Expenditures Supplemental \$1,100	
4.5 Provide parents with access to information related to academic interventions and English language development support.	See 1.2.b 1000-1999: Certificated Personnel Salaries Base  See 4.1.c 2000-2999: Classified Personnel Salaries Supplemental	
4.4 Provide parent education through Community-Based Tutoring program, including English language support, strategies for supporting students in academic learning at home.	4.4.a Consultant Donna Champion (0000-4760-1000-5830-SG04) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$600	4.4.a Consultant Donna Champion (0000-4760-1000-5830-SG04) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4.4.b Outreach Worker 2000-2999: Classified Personnel Salaries Supplemental See 4.1.c  4.4.c Program Coordinator 1000-1999: Certificated Personnel Salaries Supplemental See 2.3.d	4.4.b Outreach Worker 2000-2999: Classified Personnel Salaries Supplemental See 4.1.c  4.4.c Program Coordinator 1000-1999: Certificated Personnel Salaries Supplemental See 2.3.d
4.5 Provide parents with access to information related to academic interventions and English language development support.	4.5 Teacher hourly rate 1000-1999: Certificated Personnel Salaries Base See 1.2.b  4.5 Outreach worker for parent consultation and translation services 2000-2999: Classified Personnel Salaries Supplemental See 4.1.c	4.5 Teacher hourly rate 1000-1999: Certificated Personnel Salaries Base See 1.2.b  4.5 Outreach worker for parent consultation and translation services 2000-2999: Classified Personnel Salaries Supplemental See 4.1.c

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the Actions/Services were implemented except childcare/materials/teacher hourly rate for parent education due to COVID.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### Successes

- Outreach Worker
- Over 2000+ event attendees
- Increase in parent volunteers
- over 2000 views of 14 newsletters

### Challenges

- 20% decrease in feeling welcomed at school, parent evening/meetings worth attending and comfortable about going to parent/teacher conferences
- Identifying the direct impacts of COVID-19 in a virtual environment has proven to be very challenging



# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
MERV-13 filtration	52,000	10,355	No
Personal Protective Equipment for staff and students	60,400	9,953	No
Plexiglass dividers	2,400	735	No
Cleaning and Sanitization Equipment and Supplies	46,500	18,523	No
Portable hand washing stations	3,500	1000	No
Temperature reading equipment	25,000	5202	No
Safety signage	5,000	1500	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

All of the Actions/Services were implemented for in-person instruction except PPE for staff and students due to county remaining in purple tier for the majority of the year.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

**Successes**

- Our COVID-19 Safety Plan was approved by the Sonoma County Department of Public Health

- We opened for in person instruction on April 12th, 2021.

#### Challenges

- Constantly changing guidelines
- Logistical challenges

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Educational software and equipment to support Virtual Learning	55,000	14825	No
Technology Devices - Chromebooks, Chromebook covers, and I-Pads for students	360,500	67824	No
Hot Spots for students	19,000	5449	No
Zoom to allow for synchronous teaching and learning	14,000	5234	No
Website development to serve as primary source of information, foster contentedness, and provide tools for staff, parents, and students	7,500	1998	No
Aeries Software Suite, Aeries Professional Development, Aeries Enrollment	19,806	3734	No
Professional development	20,000	5837	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All of the Actions/Services were implemented for the distance learning program.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

- Success: We provided daily live interaction to all students and we provided various online resources to facilitate learning online.
- Challenge: Engaging students online was a challenge.

#### Access to Devices and Connectivity

- Success: All students were provided a device to engage in distance learning.
- Challenge: At the beginning of distance learning there were a lot of technology issues to figure out and a learning curve for students, parents and teachers that was overcome.

#### Pupil Participation and Progress

- Success: We developed a student of concern list that both teachers and principals contributed to and notified parents if students did not complete their work or were at risk of not meeting academic standards, we recorded daily participation of each student, time value met the number of instructional minutes required.
- Challenge: Developing and implementing taking attendance and communicating with student of concern families.

#### Distance Learning Professional Development,

- Success: We provided professional development or collaboration time to help navigate and improve distance learning practices.
- Challenge: The stress of the situation made it challenging to process and implement professional development opportunities. Varying teacher experience with technology and meeting their needs for professional development. Pivoting plans for professional development and being flexible for teacher needs.

#### Staff Roles and Responsibilities

- Success: The Director of Innovative Learning, library technician, Teacher on Special Assignment (technology teacher) developed a website that had daily lessons and resources for distance learning. Program assistants assisted teachers with small groups instruction on zoom.
- Challenges: Overall transition to a virtual environment for all staff members.

#### Support for Pupils with Unique Needs.

- Success: English learners were provided synchronous and asynchronous instruction as well as additional support through small group instruction, Special Education services continued to be provided virtually to students according to their IEP,
- Challenge: Providing special education services for some students was challenging.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1:1 tutoring	58,000	0	No
Student math kits for Virtual Learning (PO21-00048)	26,000	6121	No
Communication devices for staff to connect to families and students	2,300	500	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

All All of the Actions/Services were implemented except 1:1 tutoring goal due to COVID-19. However, program assistants and teachers providing small group instruction throughout the pandemic.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

### Identifying learning loss

- Successes:
  - We routinely used formative assessments throughout the year to identify learning loss.
  - In Spring 2021, all students took STAR reading and math test to identify learning loss.
- Challenges:
  - Conducting formative assessments and summative assessments in the virtual learning environment.
  - Ensuring that the majority of students were assessed in STAR Reading and Math.

### Strategies

#### Successes:

- Utilizing differentiation to provide additional support to students through small group instruction.



- Providing individual student math manipulative kits and learning tool pick up dates for hands-on learning and instruction.

Effectiveness (April/May 2021)

- Star Math: 3rd grade has 54%, 4th grade has 47%, 5th grade has 54% of students at or above benchmark for the district.
- Star Reading: 3rd grade has 60%, 4th grade has 46%, 5th grade has 47% of students at or above benchmark for the district.

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

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

### Successes

- Implementation of MTSS
- Implementation of Social-emotional learning in the classroom (Toolbox, Restorative Circles and Morning Meetings)
- Counseling sessions were provided to students as needed in various ways.
- Friendship groups for students to express ideas and feelings in a small, safe, and supportive environment.
- Support Groups for students to help them find success strategies for homework completion and motivation.
- Communication with students and parents to communicate about different issues to help the parent support their child at home.
- In-person learning: individual and small group student support groups to readjust to being on campus, including covid worries, anxiety around peer relationships, and lack of confidence.

### Challenges

- Our community has been faced with unprecedented trauma for the past 5 years (many fires, power shut off days, air quality closure days, floods, and a global pandemic). The importance of mental health and social and emotional well being is incredibly important and at times needs to be prioritized over academics.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

### Successes

- Teachers connected to students via daily live interaction
- Parents were contacted on a regular basis to provide information, direction and resources
- Teachers regularly communicated with parents and guardians regarding academic progress
- When students were not engaged we communicated with families through a student of concern document
- Held over 6 virtual meetings for varying purposes: input, reopening plan, etc.
- Outreach Worker helped communicate with families and translate meetings, communication, etc.
- Launched Parentsquare communication app that teachers, staff, principals and district office used to consistently communicate
- Launched Aeries Parent Portal for parents to view student grades, report cards, and other school information
- Conducted surveys through google forms for feedback and input

### Challenges:

- Communicating with student of concern families
- Constantly communicating with changing guidelines

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

### **Successes**

- Sent Parentsquare messages weekly about grab and go meals and updates on nutrition information
- Provided grab and go meals to all students via drive through pick-up (from March 2019-June 2021)
- Provided breakfast and lunch to all students in hybrid learning model (April 2021-June 2021)

### **Challenges**

- Obtaining free and reduced lunch applications since all meals were free for students this year.
- Families remembering to collect their grab and go lunches each week.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Additional Counseling Services to Promote Mental Health and Social/Emotional Wellbeing of Students: COUNSELOR	60,000	54,236	No
Pupil Engagement and Outreach	Improved Communication with EL Students/Families POUSD acquired "ParentSquare" (an AERIES product) which translates all outgoing and incoming messages to facilitate effective communication during virtual learning efforts. This has allowed us to provide significantly improved support for our Spanish speaking families. The program was on-boarded in fall 2020, specifically to augment the Virtual Learning experience of English Learners and to better support their families.	7,500	2,000	No
Distance Learning Program (Supports for Pupils with Unique Needs)	"Comfort Bags" for Homeless, Foster, Low Income Students 40 duffel bags were made available for homeless, foster, low income and struggling students. Distributed the first week of September 2020 out of Schaefer Elementary, these bags contained toiletries (shampoo, soap, toothbrush and toothpaste), a blanket, books, games/puzzles, coloring books and stuffed animals/toys.	2,300	500	No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program	Materials and equipment for teachers to work effectively in Virtual Learning	63,500	20,000	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures except additional services spent on counseling to support and promote the mental health and social/emotional wellbeing of students.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

A district Learning Loss Recovery Committee was created with all district stakeholders and convened to assess the lessons learned from in-person and distance learning programs in 2020-2021. This provided us with notes on success and challenges as well as highlight the essential next steps of the district through our targeted LCAP goals. For example, our LCAP Goal 2: Well-Being-Support the social-emotional and physical well-being of all and recognize each person’s inherent value. It became apparent in the meeting to focus on promoting mental health and social/emotional wellbeing of students in our school. In addition, our LCAP Goal 1: Learning Experiences-Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement. The committee discussed focusing on academic support and achievement through targeted instruction and responsive teaching for EL students, low-income students and at-risk students (students who were impacted by COVID-19). This goal will be monitored using measurable outcomes specific to EL students, low-income students and at-risk students (students who were impacted by COVID-19).

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will be addressed through targeted instruction and responsive teaching based on common formative and summative district assessments. All metrics in Goal 1 will be monitored and reported on during the annual update cycle. These metrics assess pupil learning loss/ learning acceleration.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement except additional services spent on counseling to support and promote the mental health and social/emotional wellbeing of students.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

A district Learning Loss Recovery Committee was created with all district stakeholders and convened to analyze and reflect on the past two years. This provided us with notes on success and challenges as well as highlight the essential next steps of the district through our targeted LCAP goals. For example, our LCAP Goal 2: Well-Being-Support the social-emotional and physical well-being of all and recognize each person's inherent value. It became apparent in the meeting to focus on promoting mental health and social/emotional wellbeing of students in our school. In addition, our LCAP Goal 1: Learning Experiences-Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement. The committee discussed focusing on academic support and achievement through targeted instruction and responsive teaching for EL students, low-income students and at-risk students (students who were impacted by COVID-19). All of our goals will continually be monitored using measurable outcomes specific to EL students, low-income students and at-risk students (students who were impacted by COVID-19).

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.



- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	3,952,885.00	2,627,793.76
Base	3,432,676.00	1,933,990.00
LCFF Base	21,000.00	8,259.00
LCFF Supplemental and Concentration	12,500.00	14,322.00
Other	4,000.00	0.00
Special Education	165,808.00	298,147.00
Supplemental	306,765.00	368,704.76
Title I	9,136.00	0.00
Title II	1,000.00	4,371.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	3,952,885.00	2,627,793.76
0000: Unrestricted	33,333.00	0.00
1000-1999: Certificated Personnel Salaries	1,905,454.00	1,963,755.00
2000-2999: Classified Personnel Salaries	646,995.00	516,987.76
4000-4999: Books And Supplies	98,240.00	43,714.00
5000-5999: Services And Other Operating Expenditures	1,154,212.00	96,827.00
5800: Professional/Consulting Services And Operating Expenditures	114,651.00	6,510.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	3,952,885.00	2,627,793.76
0000: Unrestricted	Base	33,333.00	0.00
1000-1999: Certificated Personnel Salaries	Base	1,631,257.00	1,446,199.00
1000-1999: Certificated Personnel Salaries	LCFF Base	4,000.00	7,259.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	1,540.00
1000-1999: Certificated Personnel Salaries	Other	4,000.00	0.00
1000-1999: Certificated Personnel Salaries	Special Education	154,560.00	238,656.00
1000-1999: Certificated Personnel Salaries	Supplemental	111,637.00	266,330.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	3,771.00
2000-2999: Classified Personnel Salaries	Base	549,699.00	357,173.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	5,800.00	5,925.00
2000-2999: Classified Personnel Salaries	Special Education	11,248.00	59,491.00
2000-2999: Classified Personnel Salaries	Supplemental	71,112.00	94,398.76
2000-2999: Classified Personnel Salaries	Title I	9,136.00	0.00
4000-4999: Books And Supplies	Base	80,050.00	36,309.00
4000-4999: Books And Supplies	Supplemental	18,190.00	7,405.00
5000-5999: Services And Other Operating Expenditures	Base	1,122,437.00	87,799.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	17,000.00	1,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	6,700.00	6,857.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	7,075.00	571.00
5000-5999: Services And Other Operating Expenditures	Title II	1,000.00	600.00
5800: Professional/Consulting Services And Operating Expenditures	Base	15,900.00	6,510.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	98,751.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.





<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	3,472,784.00	2,058,360.00
<b>Goal 2</b>	145,402.00	153,514.00
<b>Goal 3</b>	319,787.00	376,016.00
<b>Goal 4</b>	14,912.00	39,903.76

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$194,800.00	\$47,268.00
Distance Learning Program	\$495,806.00	\$104,901.00
Pupil Learning Loss	\$86,300.00	\$6,621.00
Additional Actions and Plan Requirements	\$133,300.00	\$76,736.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$910,206.00</b>	<b>\$235,526.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$194,800.00	\$47,268.00
Distance Learning Program	\$495,806.00	\$104,901.00
Pupil Learning Loss	\$86,300.00	\$6,621.00
Additional Actions and Plan Requirements	\$133,300.00	\$76,736.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$910,206.00</b>	<b>\$235,526.00</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>		

## Agenda Item Summary

Action Item: <b>8.4</b> <b><i>Approval of the 2019-20 and 2020-21 Annual Update for Olivet Elementary Charter School</i></b>
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Special Meeting of: June 16, 2021	Action Item	Report Format: <b>Oral</b>
Attachment:	<b>Local Control Accountability Plan</b>	

**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 annual update includes an analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP) and 2020-21 Learning Continuity Plan (LCP).

**Fiscal Impact**

None at this time

**Recommendation**

Approve update



# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Olivet Charter School - Piner-Olivet Union School District	Anna Moore Principal	amoore@pousd.org 7075223045

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Create a positive, learning focused environment and culture for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)  
Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> My Voice Survey (students):</p> <p>% Students in grades 3-5 reporting that they "feel important" in their classrooms.</p> <p><b>19-20</b> 42%</p> <p><b>Baseline</b> 42%</p>	<p>My Voice Survey was not completed due to COVID.</p>
<p><b>Metric/Indicator</b> % Students in grade 6 reporting that they are "a valued member of" their school community.</p> <p><b>19-20</b> 44%</p> <p><b>Baseline</b> 55%</p>	<p>My Voice Survey was not completed due to COVID.</p>
<p><b>Metric/Indicator</b> % Students in grades 3-5 reporting that they are "comfortable asking questions in class."</p> <p><b>19-20</b></p>	<p>My Voice Survey was not completed due to COVID.</p>

Expected	Actual
<p>47%</p> <p><b>Baseline</b> 60%</p>	
<p><b>Metric/Indicator</b> % Students in grade 6 reporting that they are "comfortable asking questions in class."</p> <p><b>19-20</b> 70%</p> <p><b>Baseline</b> 71%</p>	<p>My Voice Survey was not completed due to COVID.</p>
<p><b>Metric/Indicator</b> Feel safe at school (CHKS)</p> <p><b>19-20</b> 77%</p> <p><b>Baseline</b> Baseline 17-18: 72%</p>	<p>My Voice Survey was not completed due to COVID.</p>
<p><b>Metric/Indicator</b> Caring Relationships with adults (CHKS)</p> <p><b>19-20</b> 36%</p> <p><b>Baseline</b> Baseline 17-18: 31%</p>	<p>My Voice Survey was not completed due to COVID.</p>
<p><b>Metric/Indicator</b> Meaningful Participation (CHKS)</p> <p><b>19-20</b> 12%</p> <p><b>Baseline</b> Baseline 17-18: 7%</p>	<p>My Voice Survey was not completed due to COVID.</p>
<p><b>Metric/Indicator</b> School Connectedness (CHKS)</p>	<p>My Voice Survey was not completed due to COVID.</p>

Expected	Actual
<p><b>19-20</b> 34%</p> <p><b>Baseline</b> Baseline 17-18: 29%</p>	
<p><b>Metric/Indicator</b> Attendance Rates</p> <p><b>19-20</b> 95%</p> <p><b>Baseline</b> 95%</p>	
<p><b>Metric/Indicator</b> Chronic Absenteeism (previous year)</p> <ul style="list-style-type: none"> <li>• Status</li> </ul> <p>Change Performance Color Current data as of April</p> <p><b>19-20</b> 2018-2019 Goal</p> <p>9.5% Declined 2% Green</p> <p><b>Baseline</b> (2016-2017 Data)</p> <p>14.4% NA NA</p>	

Expected	Actual
<p><b>Metric/Indicator</b> Suspension Rates (previous year)</p> <p>Status Change Performance Color # of Subgroups in Orange or Red</p> <p>Current data as of April</p> <p><b>19-20</b> 2018-2019 Goal</p> <p>&lt;1% 0% Green 0</p> <p>As of April 2020: &lt;3%</p> <p><b>Baseline</b> 2016-2017 Data</p> <p>0.9% Declined 0.8% Green 3 (EL, SWD, White)</p>	
<p><b>Metric/Indicator</b> Expulsion Rate %</p> <p><b>19-20</b> 0%</p> <p><b>Baseline</b></p>	



Expected	Actual
0%	
<b>Metric/Indicator</b> FIT Survey status  <b>19-20</b> Exemplary  <b>Baseline</b> Exemplary	
<b>Metric/Indicator</b> Williams Act: % access to instructional materials.  <b>19-20</b> 100%  <b>Baseline</b> 100% access to instructional materials.	
<b>Metric/Indicator</b> Appropriately assigned credential  <b>19-20</b> 100%  <b>Baseline</b> 100%	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Continue implementation of social-emotional curriculum, including Toolbox and No Bully!	1.1.a Professional development to support on-going implementation of Toolbox/No Bully! No additional costs as consultant is now employee. (0000-1110-1000-5202-SGPD) 5000-5999: Services And Other Operating Expenditures Supplemental No Additional Cost	1.1.a Professional development to support on-going implementation of Toolbox (No Bully! no longer used) No additional costs as consultant is now employee. (0000-1110-1000-5202-SGPD) 5000-5999: Services And Other Operating Expenditures Supplemental No Additional Cost

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>1.1.b My Voice Surveys (students, staff, and parents) (0000-1110-1000-5880-SG01) 5000-5999: Services And Other Operating Expenditures Supplemental \$658</p> <p>1.1.c Toolbox Consumable Materials (0000-1110-1000-4310-SG01) 4000-4999: Books And Supplies Supplemental \$400</p>	<p>1.1.b My Voice Surveys (students, staff, and parents) (0000-1110-1000-5880-SG01) 5000-5999: Services And Other Operating Expenditures Supplemental \$0</p> <p>1.1.c Toolbox Consumable Materials (0000-1110-1000-4310-SG01) 4000-4999: Books And Supplies Supplemental \$658</p>
<p>1.2 Provide each student with highly qualified teaching staff to support learning and positive school climate.</p>	<p>1.2.a Highly Qualified Principal (0000-1110-2700-1300-0000) 1000-1999: Certificated Personnel Salaries Base \$142,747</p> <p>1.2.b Highly Qualified Teachers (0000-1110-1000-1100-0000) 1000-1999: Certificated Personnel Salaries Base \$1,413,861</p> <p>1.2.c District-wide team for collaborative problem solving (0000-1110-1000-1130/1149-600-BG01) 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p> <p>1.2.d Counselor-District-wide split between all sites (3110-1200) Because of Coffey Park fire, outside counselor was contracted with for Olivet (3110-5830-SG01) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$38,000</p>	<p>1.2.a Highly Qualified Principal (0000-0000-2700-1300-0000) 1000-1999: Certificated Personnel Salaries Base \$126,040.90</p> <p>1.2.b Highly Qualified Teachers (0000-1110-1000-1100-0000) 1000-1999: Certificated Personnel Salaries Base \$618,172.26</p> <p>1.2.c District-wide team for collaborative problem solving (0000-1110-1000-1130/1149-600-BG01) 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p> <p>1.2.d Counselor-District-wide split between all sites (3110-1200) Because of Coffey Park fire, outside counselor was contracted with for Olivet (3110-5830-SG01) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$38,000</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>1.3 Provide in school and after school engagement activities such as sports, arts, clubs, etc.</p>	<p>1.3.a PE Technician (6 Hours/Day/School) (0000-1530-1000-2100-SG01) 2000-2999: Classified Personnel Salaries Supplemental \$25,500</p> <p>1.3.b Teacher and Program Assistant hourly rate(after school activities) (0000-1660-1000-1130/2130-SG01) 1000-1999: Certificated Personnel Salaries Supplemental \$5,700</p> <p>1.3.d Music teacher (1.0 FTE shared by 3 K-6 sites) (0000-1510-1000-1100-SG01) 1000-1999: Certificated Personnel Salaries Supplemental \$30,093</p> <p>1.3.e Supplies -- Makers Club (0000-1110-1000-4310-600-SGMK) 4000-4999: Books And Supplies Supplemental \$0</p> <p>1.3.f Supplies -- After school programs (0000-1660-1000-4310-SG01) 4000-4999: Books And Supplies Supplemental \$1,500</p>	<p>1.3.a PE Technician (6 Hours/Day/School) (0000-1530-1000-2100-SG01) 2000-2999: Classified Personnel Salaries Supplemental \$25,500</p> <p>1.3.b Teacher and Program Assistant hourly rate(after school activities) (0000-1660-1000-1130/2130-SG01) 1000-1999: Certificated Personnel Salaries Supplemental \$1300</p> <p>1.3.d Music teacher (1.0 FTE shared by 3 K-6 sites) (0000-1510-1000-1100-SG01) 1000-1999: Certificated Personnel Salaries Supplemental \$30,093</p> <p>1.3.e Supplies -- Makers Club (0000-1110-1000-4310-600-SGMK) 4000-4999: Books And Supplies Supplemental \$0</p> <p>1.3.f Supplies -- After school programs (0000-1660-1000-4310-SG01) 4000-4999: Books And Supplies Supplemental \$0</p>
<p>1.4 Provide clean and safe school facilities that support student engagement and positive school culture. Maintain clean and safe school facilities.</p>	<p>1.4.a Maintenance &amp; Grounds Staff 2000-2999: Classified Personnel Salaries Base \$69,875</p> <p>1.4.c Custodial Staff 2000-2999: Classified Personnel Salaries Base \$149,871</p>	<p>1.4.a Maintenance &amp; Grounds Staff 2000-2999: Classified Personnel Salaries Base \$69,875</p> <p>1.4.c Custodial Staff (8210-2200/3xxx) 2000-2999: Classified Personnel Salaries Base \$138,088</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	<p>1.4.d Custodial/Maintenance supplies (8210-4370/8110-4380) 4000-4999: Books And Supplies Base \$20,500</p> <p>1.4 e Maintenance Repairs including Transfer to Deferred Maintenance Fund (8110-5630)(9200-7614) 5000-5999: Services And Other Operating Expenditures Base \$63,333</p>	<p>1.4.d Custodial/Maintenance supplies (8210-4370/8110-4380) 4000-4999: Books And Supplies Base \$9500</p> <p>1.4 e Maintenance Repairs including Transfer to Deferred Maintenance Fund (8150-0-0000-8110-5630)(9200-7614) 5000-5999: Services And Other Operating Expenditures Base \$0</p>
<p>1.5 Design classroom space and facilities to promote greater collaboration, creative expression and project-based learning.</p>	<p>1.5 21st Century Modernization Project - Reimagine Learning (4310/440-RLC) 4000-4999: Books And Supplies Base \$0</p>	<p>1.5 21st Century Modernization Project - Reimagine Learning (4310/440-RLC) 4000-4999: Books And Supplies Base \$0</p>
<p>1.6 Provide before/after school and recess student supervision.</p>	<p>1.6 Yard Duty Supervisors, Traffic Supervisors, KinderCare 2000-3999 2000-2999: Classified Personnel Salaries Base \$51,572</p>	<p>1.6 Yard Duty Supervisors, Traffic Supervisors, KinderCare (1110-1000-2100) 2000-2999: Classified Personnel Salaries Base \$1,802</p>
	<p>1.7.a Counselor (0000-1110-3110-5830-SG01) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0</p> <p>1.7.b Tier 2 Toolbox Curriculum 4000-4999 4000-4999: Books And Supplies Supplemental See 1.1.c</p>	<p>1.7.a Counselor (0000-1110-3110-5830-SG01) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0</p> <p>1.7.b Tier 2 Toolbox Curriculum 4000-4999 4000-4999: Books And Supplies Supplemental See 1.1.c</p>
	<p>1.8.a SAM Program (1110-1000-5830-SG01) Only Charged if used 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0</p> <p>1.8.a Counseling time 5800 5800: Professional/Consulting Services</p>	<p>1.8.a SAM Program (1110-1000-5830-SG01) Only Charged if used 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0</p> <p>1.8.a Counseling time 5800 5800: Professional/Consulting Services</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	And Operating Expenditures Supplemental See 1.7.a	And Operating Expenditures Supplemental See 1.7.a

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented except additional hourly rates, maintenance repairs and KinderCare due to COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### Success:

- 5% increase in school connectedness, caring relationships with adults and feeling safe at school
- 100% of our teachers are appropriately assigned and credentialed in 2019-2020
- 100% of students have instructional materials in 2019-2020

### Challenges:

- 10% decrease in 6th graders feeling like a valued member in the school community and 3rd-5th grade students comfortable with asking questions.
- Identifying the direct impacts of COVID-19 in a virtual environment has proven to be very challenging.

## Goal 2

Implement teaching practices that support students in the achievement of California Common Core Standards and the District's Student Outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> % of teachers who have participated in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning.</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	
<p><b>Metric/Indicator</b> Evidence of classroom practices related to the California Content Standards and the District's Student Outcomes (student work products, lessons/units, rubrics developed).</p> <p><b>19-20</b> 13 of 13 teachers</p> <p><b>Baseline</b> Evidence of classroom practices related to the California Content Standards and the District's Student Outcomes (student work products, lessons/units, rubrics developed).</p>	

Expected	Actual
<p><b>Metric/Indicator</b> % of classrooms w/ evidence of close reading, collaborative conversations, writing activities, and math instructional strategies aligned to the Common Core.</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 98% of classrooms w/ evidence of close reading, collaborative conversations, writing activities, and math instructional strategies aligned to the Common Core.</p>	
<p><b>Metric/Indicator</b> Teacher feedback on professional learning opportunities offered: % positive feedback.</p> <p><b>19-20</b> 90%+</p> <p><b>Baseline</b> 90% positive feedback.</p>	
<p><b>Metric/Indicator</b> MyVoice Survey-Teachers Number of Respondents</p> <p><b>19-20</b> All teachers</p> <p><b>Baseline</b> Baseline year 17-18: 21</p>	
<p><b>Metric/Indicator</b> % of teachers who feel like a valued member of school community</p> <p><b>19-20</b> 90%</p> <p><b>Baseline</b> Baseline year 17-18: 95%</p>	

Expected	Actual
<p><b>Metric/Indicator</b> % of teachers who feel professional development is important to educational growth</p> <p><b>19-20</b> &gt;90%</p> <p><b>Baseline</b> Baseline year 17-18: 100%</p>	
<p><b>Metric/Indicator</b> % of teachers who feel staff work in a collaborative manner</p> <p><b>19-20</b> 85%</p> <p><b>Baseline</b> Baseline year 17-18: 80%</p>	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1 Regular schedule for grade level, cross grade level collaboration (1-2x per month during school day, after school, district faculty meetings) for teachers to review student work, develop rubrics, plan instruction and reflect on teaching practice within and across grade levels.</p>	<p>2.1.a Changed schedule to include shortened Wednesdays for students, allowing staff time to collaborate, review student work, develop rubrics, plan instruction, and reflect on teaching practice. Costs included in salaries/benefits for highly qualified teachers. 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p>	<p>2.1.a Changed schedule to include shortened Wednesdays for students, allowing staff time to collaborate, review student work, develop rubrics, plan instruction, and reflect on teaching practice. Costs included in salaries/benefits for highly qualified teachers. 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p>
<p>2.2 Provide professional learning opportunities to develop and support instructional practices aligned with the District Student Outcomes and California Content Standards for English Language Arts, Mathematics, Writing, Project Based Learning, and Next Generation Science Standards.</p>	<p>2.2.a Instructional Coach (1 FTE District-wide) (0000-1570-1000-1100-600-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental see 3.2.f</p>	<p>2.2.a Instructional Coach (1 FTE District-wide) (0000-1570-1000-1100-600-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental see 3.2.f</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>2.2.b Technology Integration Coach (1 FTE shared by 3 K-6 schools) (0000-1230-1000-1100-600-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental \$39,075</p> <p>2.2.c Momentum in Teaching - Writing PD (1110-1000-5202-SGWW) 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000</p> <p>2.2.d Continue Writing PD - Teacher time (1110-1000-1130-SGWW) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p> <p>2.2.e 21st Century Teaching and Learning Professional Development (Teacher release time and/or SCOE Contract) (0000-5830-SG02/0000-1110-1000-1130-SG02) 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000</p> <p>2.2.f Participation in NCTIP Program (0000-5830-BTSA) - It is anticipated that there will be no staff members who need to participate in this program in 2019-2020 5000-5999: Services And Other Operating Expenditures Base \$0</p>	<p>2.2.b Technology Integration Coach (1 FTE shared by 3 K-6 schools) (0000-1230-1000-1100-600-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental \$39,075</p> <p>2.2.c Momentum in Teaching - Writing PD (1110-1000-5202-SGWW) 5000-5999: Services And Other Operating Expenditures Supplemental \$0</p> <p>2.2.d Continue Writing PD - Teacher time (1110-1000-1130-SGWW) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0</p> <p>2.2.e 21st Century Teaching and Learning Professional Development (Teacher release time and/or SCOE Contract) (0000-5830-SG02) 5000-5999: Services And Other Operating Expenditures Supplemental see 2.3 b</p> <p>2.2.f Participation in NCTIP Program (0000-5830-BTSA) - It is anticipated that there will be no staff members who need to participate in this program in 2019-2020 5000-5999: Services And Other Operating Expenditures Base \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2.2.g Continue New Teacher Support Network (contract with SCOE), Release Time, Collaboration Time (0000-1110-1000-1130-BG02) 1000-1999: Certificated Personnel Salaries Base See 1.2.b	2.2.g Continue New Teacher Support Network (contract with SCOE), Release Time, Collaboration Time (0000-1110-1000-1130-BG02) 1000-1999: Certificated Personnel Salaries Base See 1.2.b
2.3 Provide formal and informal professional learning opportunities for teachers to develop instructional practices aligned to the District Student Outcomes, focused on writing, PBL, Next Generation Science Standards, technology and math.	<p>2.3.a Continue to conduct 21st Century School Renewal work to help determine school-wide priorities resulting in Renewal Action plans to support improved student achievement for all students. Ensure that Renewal Action Plans are data and research-based, support systemic change and are collaboratively researched and developed by staff. Provide funding for School Renewal coaching, coaching support, school a/o district-level Renewal Cadre work, associated Professional Learning and supplies and services. (1110-1000-5830-SG02) 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000</p> <p>2.3.b Professional development workshops for teachers, classified instructional support staff, and principals.(4035-5202-PD) 5000-5999: Services And Other Operating Expenditures Title II \$1,710</p> <p>2.3.c Director of Innovative Learning (40%) (0000-</p>	<p>2.3.a Continue to conduct 21st Century School Renewal work to help determine school-wide priorities resulting in Renewal Action plans to support improved student achievement for all students. Ensure that Renewal Action Plans are data and research-based, support systemic change and are collaboratively researched and developed by staff. Provide funding for School Renewal coaching, coaching support, school a/o district-level Renewal Cadre work, associated Professional Learning and supplies and services. (1110-1000-5830-SG02) 5000-5999: Services And Other Operating Expenditures Supplemental \$3,781</p> <p>2.3.b Professional development workshops for teachers, classified instructional support staff, and principals.(4035-2700-5202-T2PD) 5000-5999: Services And Other Operating Expenditures Title II \$5,266</p> <p>2.3.c Director of Innovative Learning (40%) (0000-</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1110-2100-1300-600-SG02) 1000-1999: Certificated Personnel Salaries Supplemental \$22,946  2.3.d Release time for teacher participation in professional development for writing (0000- 1110-1000-1130-SGWW) 1000- 1999: Certificated Personnel Salaries Supplemental \$1,000  2.3.e (1110-1000- 5830-SG02) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,500	1110-2100-1300-600-SG02) 1000-1999: Certificated Personnel Salaries Supplemental \$22,946  2.3.d Release time for teacher participation in professional development for writing (0000- 1110-1000-1130-SGWW) 1000- 1999: Certificated Personnel Salaries Supplemental \$0  2.3.e (1110-1000- 5830-SG02) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0
2.5 Design units of instruction aligned with CCS Math, ELA, including formative and summative assessments across K-6.	2.5 Collaboration time for teachers-release time and/or extra-duty time 1000-1999: Certificated Personnel Salaries Base See 1.2.b	2.5 Collaboration time for teachers-release time and/or extra-duty time 1000-1999: Certificated Personnel Salaries Base See 1.2.b
2.6 Develop proposal for Integration of arts education across curricular areas.	2.6.a Professional development for general education teachers to learn arts integration strategies to use across curriculum-release time and/or extra-duty time (0000- 1110-1000-1130-SGPD) 1000- 1999: Certificated Personnel Salaries Supplemental \$2,450  2.6.b Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Supplemental See 2.3.c	2.6.a Professional development for general education teachers to learn arts integration strategies to use across curriculum-release time and/or extra-duty time (0000- 1110-1000-1130-SGPD) 1000- 1999: Certificated Personnel Salaries Supplemental \$0  2.6.b Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Supplemental See 2.3.c
2.7 Implement ELD instructional strategies to promote academic discourse, structured language practices across core curricular areas and designated English Language Development during the school day.	2.7.a Consultation with SCOE ELD Coordinator to develop schoolwide practices to support EL students in all curricular areas.	2.7.a Consultation with SCOE ELD Coordinator to develop schoolwide practices to support EL students in all curricular areas.

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	(0000-5830-SG02) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,200  2.7.b Collaboration time to plan ELD instruction, review assessments of student progress and refine instructional practices. Collaboration time embedded into regular staff schedule on shortened Wednesdays. (0000- 1110-1000-1130-SG02) 1000- 1999: Certificated Personnel Salaries Supplemental see 1.2.b	(0000-5830-SG02) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0  2.7.b Collaboration time to plan ELD instruction, review assessments of student progress and refine instructional practices. Collaboration time embedded into regular staff schedule on shortened Wednesdays. (0000- 1110-1000-1130-SG02) 1000- 1999: Certificated Personnel Salaries Supplemental see 1.2.b
2.8 Provide professional development opportunities for integrating tiers of intervention support for students in ELA and Math.	2.8.a Instructional Coach 1000- 1999: Certificated Personnel Salaries Supplemental See 2.2.a  2.8.b Professional development focused on intervention strategies (0000-5830-SGPD) 5800: Professional/Consulting Services And Operating Expenditures Supplemental No Additional Costs  2.8.c Santa Rosa City Schools and SCOE Network (0000-5830- SG02) 5800: Professional/Consulting Services And Operating Expenditures Supplemental No Additional Costs	2.8.a Instructional Coach 1000- 1999: Certificated Personnel Salaries Supplemental See 2.2.a  2.8.b Professional development focused on intervention strategies (0000-5830-SGPD) 5800: Professional/Consulting Services And Operating Expenditures Supplemental No Additional Costs  2.8.c Santa Rosa City Schools and SCOE Network (0000-5830- SG02) 5800: Professional/Consulting Services And Operating Expenditures Supplemental No Additional Costs

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the Actions/Services were implemented except additional Professional Development, consulting, and conferences due to budget reduction.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### Successes

- 100% of classrooms show evidence of core instructional practices aligned to the California Common Core Standards and the District's Student Outcomes.
- 5% increase of teachers who feel staff work in collaborative manner
- Technology Integration Coach provided excellent support facilitating the success of the transition and sustaining of distance learning
- Shortened Wednesdays and additional grade level planning days that helped teachers implement teaching practices that support students in the achievement of the California Common Core Standards and the District's Student Outcomes

### Challenges

- 5% decrease in teachers feeling like they were a valued member of the school community.
- Identifying the direct impacts of COVID-19 in a virtual environment has proven to be very challenging.

## Goal 3

All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Renaissance Learning Assessments STAR Reading (Gr. 3-6) - % students score at or above proficiency on grade level standards.</p> <p><b>19-20</b>            50%</p> <p><b>Baseline</b>            48%</p>	
<p><b>Metric/Indicator</b>            STAR Math (Gr. 3-6) - % students score at or above proficiency on grade level standards.</p> <p><b>19-20</b>            62%</p> <p><b>Baseline</b>            62%</p>	
<p><b>Metric/Indicator</b>            DIBELS (K-6) -- % of students who meet grade level benchmarks.</p>	

Expected	Actual
<p><b>19-20</b> 48%</p> <p><b>Baseline</b> 57%</p>	
<p><b>Metric/Indicator</b> ELA Academic Indicator (CAASPP 3-6)</p> <p>Status: Change: Performance Color:</p> <p><b>19-20</b> 2018-2019 Goal</p> <p>46 points below Increased 3 points Yellow</p> <p><b>Baseline</b> 2016-2017 Data</p> <p>51 points below Declined 8 points Orange</p>	
<p><b>Metric/Indicator</b> ELA Academic Indicator (CAASPP 3-6) Number of Subgroups in Red or Orange</p> <p><b>19-20</b> 2018-2019 Goal</p>	

Expected	Actual
<p>1</p> <p><b>Baseline</b> 2016-2017 Data</p> <p>3 (EL, Hispanic, SED)</p>	
<p><b>Metric/Indicator</b> Math Academic Indicator (CAASPP 3-6) Status: Change: Performance Color:</p> <p><b>19-20</b> 2018-2019 Goal</p> <p>70 points below Increased 3 points Yellow</p> <p><b>Baseline</b> 2016-2017 Data</p> <p>68 points below Declined 21 points Orange</p>	
<p><b>Metric/Indicator</b> Math Academic Indicator (CAASPP 3-6) Number of Subgroups in Red or Orange:</p>	



Expected	Actual
<p><b>19-20</b> 2018-2019 Goal</p> <p>1</p> <p><b>Baseline</b> 2016-2017 Data</p> <p>4 (EL, Hispanic, SED, White)</p>	
<p><b>Metric/Indicator</b> English Learner Indicator</p> <p><b>19-20</b> TBD</p> <p><b>Baseline</b> 2015: 64% 2016:75%</p>	
<p><b>Metric/Indicator</b> Physical Fitness Test (5th): Aerobic Capacity -HFZ</p> <p><b>19-20</b> 2018-2019 Goal 41%</p> <p><b>Baseline</b> 2015-2016 Data 61%</p>	
<p><b>Metric/Indicator</b> Body Composition-HFZ</p>	

Expected	Actual
<p><b>19-20</b> 41%</p> <p><b>Baseline</b> 58%</p>	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.1 Assess student progress toward curricular goals.</p>	<p>3.1.a Renaissance Learning (STAR Reading &amp; Star Math) (0000-1110-1000-4310/5840-SG03) 4000-4999: Books And Supplies Supplemental \$3,500</p> <p>3.1.b DIBELS - annual subscription (0000-1110-1000-4340/5840-BG03) 4000-4999: Books And Supplies Base \$1,450</p> <p>3.1.c Collaboration time for teams of teachers to develop assessment practices aligned with District Student Outcomes. 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p> <p>3.1.d Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p>	<p>3.1.a Renaissance Learning (STAR Reading &amp; Star Math) (0000-1110-1000-4310/5840-SG03) 4000-4999: Books And Supplies Supplemental \$2750</p> <p>3.1.b DIBELS - annual subscription (0000-1110-1000-4340/5840-BG03) 4000-4999: Books And Supplies Base \$0</p> <p>3.1.c Collaboration time for teams of teachers to develop assessment practices aligned with District Student Outcomes. 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p> <p>3.1.d Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p>
<p>3.2 Implement Project-Based Learning/Inquiry methods focused on integrated units of instruction aligned with District Student Outcomes and California Content Standards.</p>	<p>3.2.a Collaboration Time - PBL 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p> <p>3.2.b Digital and print instructional resources - PBL (0000-1110-1000-4310-BG03) 4000-4999: Books And Supplies Base \$500</p>	<p>3.2.a Collaboration Time - PBL 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p> <p>3.2.b Digital and print instructional resources - PBL (0000-1110-1000-4310-BG03) 4000-4999: Books And Supplies Base \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>3.2.c Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Base See 2.3.c</p> <p>3.2.d Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p> <p>3.2.e Instructional Materials-Math Curriculum minimal replacement texts as needed (6300-1110-1000-4310 ) 4000-4999: Books And Supplies Lottery \$0</p> <p>3.2.f Implement STEAM Lab - contract with Lindsay Hunter (0000-1110-1000-5830-STEM) 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$17,000</p>	<p>3.2.c Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Base See 2.3.c</p> <p>3.2.d Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p> <p>3.2.e Instructional Materials-Math Curriculum minimal replacement texts as needed (6300-1110-1000-4310 ) 4000-4999: Books And Supplies Lottery \$0</p> <p>3.2.f Implement STEAM Lab - contract with Lindsay Hunter (0000-1110-1000-5830-STEM) 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$0</p>
<p>3.3 Provide instruction to students in developing literacy, media literacy, research and digital citizenship skills.</p>	<p>3.3.a Library Tech (30 hours per week per K-6 school) (0000-1110-2420-2200-SG03) 2000-2999: Classified Personnel Salaries Supplemental \$31,056</p> <p>3.3.b Technology Integration Coach (1 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental See 2.2.b</p> <p>3.3.c Conduct needs assessment for resources for balanced literacy instruction 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p>	<p>3.3.a Library Tech (30 hours per week per K-6 school) (0000-1110-2420-2200-SG03) 2000-2999: Classified Personnel Salaries Supplemental \$26,948</p> <p>3.3.b Technology Integration Coach (1 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental See 2.2.b</p> <p>3.3.c Conduct needs assessment for resources for balanced literacy instruction 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3.3.d Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Base See 2.3.c	3.3.d Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Base See 2.3.c
3.4 Provide arts education (visual, digital, music, performing arts) for students to develop communication, creativity and critical thinking skills.	3.4.a Music teacher (1 FTE shared between 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental See 1.3.d 3.4.b Materials for after school art projects (0000-1130-1000-4310-SG03) 4000-4999: Books And Supplies Supplemental See 1.3.f	3.4.a Music teacher (1 FTE shared between 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental See 1.3.d 3.4.b Materials for after school art projects (0000-1130-1000-4310-SG03) 4000-4999: Books And Supplies Supplemental See 1.3.f
3.5 Provide students with instruction to develop motor skills/physical fitness.	3.5 PE Technician (6 Hrs/Day/School) 2000-2999: Classified Personnel Salaries Supplemental See 1.3.a	3.5 PE Technician (6 Hrs/Day/School) 2000-2999: Classified Personnel Salaries Supplemental See 1.3.a
3.6 Provide academic support for students with disabilities to access a rigorous curriculum aligned with California Content Standards and the District's Student Outcomes.	3.6.a Special Ed Teachers (2 FTE for District K-12 Program) (6500-5770-1120-1100-0000) 1000-1999: Certificated Personnel Salaries Special Education \$52,284 3.6.b Special Ed Teacher for SDC (1 FTE for District K-6 Program) (6500-5770-1110-1100-0000) 1000-1999: Certificated Personnel Salaries Special Education \$34,508 3.6.c RSP Assistant (3310-5770-1120-2100) 2000-2999: Classified Personnel Salaries Special Education \$21,412 3.6.d Specialized Assistants (SDC) (3310-5770-1110-2100) 2000-2999: Classified Personnel	3.6.a Special Ed Teachers (2 FTE for District K-12 Program) (6500-5770-1120-1100-0000) 1000-1999: Certificated Personnel Salaries Special Education \$33,060 3.6.b Special Ed Teacher for SDC (1 FTE for District K-6 Program) (6500-5770-1110-1100-0000) 1000-1999: Certificated Personnel Salaries Special Education \$48,587 3.6.c RSP Assistant (3310-5770-1120-2100) 2000-2999: Classified Personnel Salaries Special Education \$0 3.6.d Specialized Assistants (SDC) (3310-5770-1110-2100)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Salaries Special Education \$23,788</p> <p>3.6.e Speech &amp; Language Specialists (1.4 FTE for District K-12 Program) (6500-5770-3150-1200) 1000-1999: Certificated Personnel Salaries Special Education \$60,271</p> <p>3.6.f Director of Special Education/Intervention (.60 for District K-12 Program) (6500-5770-2100-1300-) 1000-1999: Certificated Personnel Salaries Special Education \$34,220</p>	<p>2000-2999: Classified Personnel Salaries Special Education \$0</p> <p>3.6.e Speech &amp; Language Specialists (1.4 FTE for District K-12 Program) (6500-5770-3150-1200) 1000-1999: Certificated Personnel Salaries Special Education \$80,634</p> <p>3.6.f Director of Special Education/Intervention (.60 for District K-12 Program) (6500-5770-2100-1300-) 1000-1999: Certificated Personnel Salaries Special Education \$34,220</p>
<p>3.7 Develop Math Curriculum Committee to research and explore math instructional resources.</p>	<p>3.7.a Collaboration time for Math Curriculum Committee to research math instructional materials 1000-1999: Certificated Personnel Salaries Base See 2.4</p> <p>3.7.b Sample Math instructional materials 4000-4999: Books And Supplies Base See 3.2.e</p>	<p>3.7.a Collaboration time for Math Curriculum Committee to research math instructional materials 1000-1999: Certificated Personnel Salaries Base See 2.4</p> <p>3.7.b Sample Math instructional materials 4000-4999: Books And Supplies Base See 3.2.e</p>
<p>3.8 Provide Community Connected Learning opportunities</p>	<p>3.8.a Off-Campus Community Learning events (field trips) (0000-5806-FT03) (Based on \$25/ADA) 5800: Professional/Consulting Services And Operating Expenditures Base \$7,500</p> <p>3.8.b On-Campus Community Learning events (guest speakers, presentations, etc) (0000-5880-FT03) 5800: Professional/Consulting Services And Operating Expenditures Base \$2,000</p>	<p>3.8.a Off-Campus Community Learning events (field trips) (0000-5806-FT03) (Based on \$25/ADA) 5800: Professional/Consulting Services And Operating Expenditures Base \$2465</p> <p>3.8.b On-Campus Community Learning events (guest speakers, presentations, etc) (0000-1110-1000-5880-FT03) 5800: Professional/Consulting Services And Operating Expenditures Base \$85</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3.8.c 6th grade Science Outdoor Education (0000-1515-1000-5808-FT03) (Based on \$180/6th Grade Student) (Projecting 30 6th Grade Students) 5800: Professional/Consulting Services And Operating Expenditures Base \$5,168	3.8.c 6th grade Science Outdoor Education (0000-1515-1000-5808-FT03) (Based on \$180/6th Grade Student) (Projecting 30 6th Grade Students) 5800: Professional/Consulting Services And Operating Expenditures Base \$0
3.9 Provide tiers of support (Rtl) for students who need targeted instruction and academic intervention.	<p>3.9.a Collaboration time for teachers to review benchmark data, plan interventions, and assess student progress. 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b</p> <p>3.9.b Intervention materials (Rewards, SIPPS) (0000-4310-SG03) 4000-4999: Books And Supplies Supplemental \$500</p> <p>3.9.c Lexia Reading - 3-Year Subscription 4000-4999: Books And Supplies Supplemental \$9,486</p> <p>3.9.d Director of Special Education/Intervention (.20 for District K-12 Intervention Program) (0000-1110-2100-1300-600-SG03) 1000-1999: Certificated Personnel Salaries Supplemental \$9,777</p>	<p>3.9.a Collaboration time for teachers to review benchmark data, plan interventions, and assess student progress. 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b</p> <p>3.9.b Intervention materials (Rewards, SIPPS) (0000-4310-SG03) 4000-4999: Books And Supplies Supplemental \$2749.95</p> <p>3.9.c Lexia Reading - 3-Year Subscription (1570-1000-4340-SG03) 4000-4999: Books And Supplies Supplemental \$10,378</p> <p>3.9.d Director of Special Education/Intervention (.20 for District K-12 Intervention Program) (0000-1110-2100-1300-600-SG03) 1000-1999: Certificated Personnel Salaries Supplemental \$9,777</p>
3.10 Provide extended instructional time before and after school for students who need additional academic support in ELA and Math.	<p>3.10.a Teacher hourly rate (0000-1660-1000-1130-SG03) 1000-1999: Certificated Personnel Salaries Supplemental \$500</p> <p>3.10.b Intervention materials (0000-1660-1000-4310-SG03)</p>	<p>3.10.a Teacher hourly rate (0000-1660-1000-1130-SG03) 1000-1999: Certificated Personnel Salaries Supplemental \$850</p> <p>3.10.b Intervention materials (0000-1660-1000-4310-SG03)</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Supplemental See 1.3.f	4000-4999: Books And Supplies Supplemental See 1.3.f
3.11 Provide extended learning time for students during summer.	3.11 Teacher hourly rate 0000-1650-1000-1130-600-SGMK 1000-1999: Certificated Personnel Salaries Supplemental \$14,033	3.11 Teacher hourly rate 0000-1650-1000-1130-600-SGMK 1000-1999: Certificated Personnel Salaries Supplemental \$0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the Actions/Services were implemented except extended learning time during summer, outdoor education and all in-person learning events for students due to COVID. In addition, STEAM Lab was discontinued due to budget reduction and COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### Successes

- 100% access for all students to a broad course of study
- 100% of our teachers are appropriately assigned and credentialed in 2019-2020
- Implementation of 2nd year of math curriculum

### Challenges

- Decrease in Star Reading and Math for 4th-5th grade students
- Identifying the direct impacts of COVID-19 in a virtual environment has proven to be very challenging.

## Goal 4

Improve parent engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> # of event attendees</p> <p><b>19-20</b> 750+</p> <p><b>Baseline</b> Baseline 2018-2019: 750 attendees</p>	
<p><b>Metric/Indicator</b> # of parent volunteers.</p> <p><b>19-20</b> 36+ 181+</p> <p><b>Baseline</b> 25 parent volunteers.</p>	
<p><b>Metric/Indicator</b> Facebook Likes/Follows</p> <p><b>19-20</b> 201+ Likes 202+ Follows</p> <p><b>Baseline</b></p>	



Expected	Actual
135 Facebook page likes. 131 Facebook followers 4.9/5.0 stars	
<b>Metric/Indicator</b> Newsletter Readership  <b>19-20</b> 200+  <b>Baseline</b> According to Smores Analytics Baseline: 167 Views per publication	
<b>Metric/Indicator</b> MyVoice Parent Survey Results # of Respondents  <b>19-20</b> 27+  <b>Baseline</b> Baseline Year 18-19: 26	
<b>Metric/Indicator</b> % of parents who feel welcome at school  <b>19-20</b> 80%+  <b>Baseline</b> Baseline Year 18-19: 89%	
<b>Metric/Indicator</b> % of parents who feel evening/meetings are worth attending  <b>19-20</b> 80%+  <b>Baseline</b>	

Expected	Actual
Baseline Year 18-19: 92%	
<b>Metric/Indicator</b> % of parents who feel comfortable going to parent-teacher conferences  <b>19-20</b> 80%+  <b>Baseline</b> Baseline Year 18-19: 42%	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1 Parent Education: Literacy, Numeracy, technology, English language, Student Outcomes, 4C's, Social-Emotional learning, and Positive Parenting.	4.1.a Teacher hourly rate (0000-1110-1000-1130-SG04) 1000-1999: Certificated Personnel Salaries Supplemental \$600  4.1.b Materials (0000-4390-SG04) 4000-4999: Books And Supplies Supplemental \$500  4.1.c Outreach Worker (0000-4760-1000-2100-SG04) 2000-2999: Classified Personnel Salaries Supplemental \$22,245  4.1.d Child Care (0000-1110-1000-2100-SG04) 2000-2999: Classified Personnel Salaries Supplemental See 4.1.c	4.1.a Teacher hourly rate (0000-1110-1000-1130-SG04) 1000-1999: Certificated Personnel Salaries Supplemental \$0  4.1.b Materials (0000-4390-SG04) 4000-4999: Books And Supplies Supplemental \$0  4.1.c Outreach Worker (0000-4760-1000-2100-SG04) 2000-2999: Classified Personnel Salaries Supplemental \$20,872  4.1.d Child Care (0000-1110-1000-2100-SG04) 2000-2999: Classified Personnel Salaries Supplemental See 4.1.c
4.2 Develop tools to communicate with parents regarding student progress	4.2 Develop report card tools to communicate student progress (0000-1110-1000-1130-SG04) 1000-1999: Certificated Personnel Salaries Supplemental See 4.1.a	4.2 Develop report card tools to communicate student progress (0000-1110-1000-1130-SG04) 1000-1999: Certificated Personnel Salaries Supplemental See 4.1.a

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.3 Use a variety of communication platforms to promote an understanding of educational programs and parent engagement such as social media, district and school websites, SchoolGo mobile app, e-newsletters, LCAP Infographics and virtual meetings (AnyMeeting, Google Hangouts, etc.) including School/Community events that showcase student learning (exhibitions, performances, etc.)</p>	<p>4.3.a AnyMeeting annual subscription (0000-1110-1000-4340-BG04) 4000-4999: Books And Supplies Base \$200</p> <p>4.3.b Constant Contact annual subscription (0000-1110-1000-4340-BG04) 4000-4999: Books And Supplies Base \$100</p> <p>4.3.c Weebly Pro Annual Subscription (0000-1110-1000-4340-BG04) 4000-4999: Books And Supplies Base \$150</p> <p>4.3.d Photography 4000-4999: Books And Supplies Base No additional cost</p> <p>4.3.e SchoolGo annual subscription (0000-1110-1000-4340-BG04) 4000-4999: Books And Supplies Base \$50</p> <p>4.3.f LCAP Infographics for Website (1110-5830-BG04) 5800: Professional/Consulting Services And Operating Expenditures Base \$2,000</p>	<p>4.3.a AnyMeeting annual subscription (0000-1110-1000-4340-BG04) 4000-4999: Books And Supplies Base \$375</p> <p>4.3.b Constant Contact annual subscription (0000-1110-1000-4340-BG04) 4000-4999: Books And Supplies Base \$0</p> <p>4.3.c Weebly Pro Annual Subscription (0000-1110-1000-4340-BG04) 4000-4999: Books And Supplies Base \$0</p> <p>4.3.d Photography 4000-4999: Books And Supplies Base No additional cost</p> <p>4.3.e SchoolGo annual subscription (0000-1110-1000-4340-BG04) 4000-4999: Books And Supplies Base \$0</p> <p>4.3.f LCAP Infographics for Website (1110-5830-BG04) 5800: Professional/Consulting Services And Operating Expenditures Base \$0</p>
<p>4.4 Provide parent education through Community-Based Tutoring program, including English language support, strategies for supporting students in academic learning at home.</p>	<p>4.4.a Teacher hourly rate (0000-4760-1000-1130-SG04) 1000-1999: Certificated Personnel Salaries Supplemental See 4.1.a</p> <p>4.4.b Outreach Worker 2000-2999: Classified Personnel Salaries Supplemental See 4.1.c</p> <p>4.4.c Program Coordinator 1000-1999: Certificated Personnel Salaries Supplemental See 2.3.c</p>	<p>4.4.a Teacher hourly rate (0000-4760-1000-1130-SG04) 1000-1999: Certificated Personnel Salaries Supplemental See 4.1.a</p> <p>4.4.b Outreach Worker 2000-2999: Classified Personnel Salaries Supplemental See 4.1.c</p> <p>4.4.c Program Coordinator 1000-1999: Certificated Personnel Salaries Supplemental See 2.3.c</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4.4.d CBET Instructor (0000-4760-1000-5830-SG04) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,100	4.4.d CBET Instructor (0000-4760-1000-5830-SG04) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$270
4.5 Provide parents with access to information related to academic interventions and English language development support.	4.5.a Teacher hourly rate 1000-1999: Certificated Personnel Salaries Base See 1.2.b 4.5.b Outreach worker for parent consultation and translation services 2000-2999: Classified Personnel Salaries Supplemental See 4.1.c	4.5.a Teacher hourly rate 1000-1999: Certificated Personnel Salaries Base See 1.2.b 4.5.b Outreach worker for parent consultation and translation services 2000-2999: Classified Personnel Salaries Supplemental See 4.1.c

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the Actions/Services were implemented except materials/teacher hourly rate for parent education due to COVID.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### Successes

- Outreach Worker
- Increase in parent volunteers
- Increase in FB likes and followers
- 40% of parents feel comfortable attending parent/teacher conferences

### Challenges

- 10% decrease in feeling welcomed at school and parent evening/meetings worth attending
- Identifying the direct impacts of COVID-19 in a virtual environment has proven to be very challenging

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
MERV-13 filtration	10,400	6,000	No
Personal Protective Equipment for staff and students (fund01)	16,308	15,000	No
Plexiglass dividers (3220-4400)	650	750	No
Cleaning and Sanitization Equipment and Supplies	15,000	13098	No
Portable hand washing stations	900	1359	No
Temperature reading equipment	5,000	1070	No
Safety signage	1,000	1702	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

All of the Actions/Services were implemented for in-person instruction.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

**Successes**

- Our COVID-19 Safety Plan was approved by the Sonoma County Department of Public Health
- We opened for in person instruction on April 12th, 2021.

**Challenges**

- Constantly changing guidelines
- Logistical challenges

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Educational software and equipment to support Virtual Learning(3220-4340)	16,300	14704	No
Technology Devices - Chromebooks, Chromebook covers, and I-Pads for students (3220-4310)	97,355	90760	No
Hot Spots for students (fund01)	5,130	5,000	No
Zoom to allow for synchronous teaching and learning (3220-4340)	3,780	2212	No
Website development to serve as primary source of information, foster contentedness, and provide tools for staff, parents, and students (3220-4340)	2,025	2025	No
Aeries Software Suite, Aeries Professional Development, Aeries Enrollment	7,500	1430	No
Professional development (Obj5200)	5,400	6395	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All of the Actions/Services were implemented for distance learning program.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

### Continuity of Instruction

- Success: We provided daily live interaction to all students and we provided various online resources to facilitate learning online.
- Challenge: Engaging students online was a challenge.

#### Access to Devices and Connectivity

- Success: All students were provided a device to engage in distance learning. Hot spots were provided for families with connectivity issues.
- Challenge: At the beginning of distance learning there were a lot of technology issues to figure out and a learning curve for students, parents and teachers that was overcome.

#### Pupil Participation and Progress

- Success: We developed a student of concern list that both teachers and principals contributed to and notified parents if students did not complete their work or were at risk of not meeting academic standards, we recorded daily participation of each student, time value met the number of instructional minutes required.
- Challenge: Developing and implementing taking attendance and communicating with student of concern families.

#### Distance Learning Professional Development,

- Success: We provided professional development or collaboration time to help navigate and improve distance learning practices.
- Challenge: The stress of the situation made it challenging to process and implement professional development opportunities.

#### Staff Roles and Responsibilities

- Success: The Director of Innovative Learning, library technician, Teacher on Special Assignment (technology teacher) developed a website that had daily lessons and resources for distance learning. Program assistants assisted teachers with small groups instruction on zoom. Teachers created their own online learning platforms for their lessons and assignments.
- Challenges: Overall transition to a virtual environment for all staff members.

#### Support for Pupils with Unique Needs.

- Success: English learners were provided synchronous and asynchronous instruction as well as additional support through small group instruction, Special Education services continued to be provided virtually to students according to their IEP,
- Challenge: Providing special education services for some students was challenging. Engaging English Learners in a virtual learning environment.



# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1:1 tutoring (goal 1660)	16,860	0	No
Student math kits for Virtual Learning (PO21-00054)	9,100	9363	No
Communication devices for staff to connect to families and students	460	500	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

All of the Actions/Services were implemented except 1:1 tutoring.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes:

- We routinely used formative assessments throughout the year to identify learning loss.
- In Spring 2021, all students grades 3rd-6th took STAR reading and math test to identify learning loss.

Challenges:

- Conducting formative assessments and summative assessments in the virtual learning environment.
- Ensuring that the majority of students were assessed in STAR Reading and Math.

Strategies/Successes:

- Utilizing differentiation to provide additional support to students through small group instruction.
- Providing individual student math manipulative kits and learning tool pick up dates for hands-on learning and instruction.

Effectiveness (April/May 2021)

- Math: 3rd grade has 38%, 4th grade has 53%, 5th grade has 48%, 6th grade has 53% of students at or above benchmark for the district.

- Reading: 3rd grade has 42%, 4th grade has 49%, 5th grade has 41%, 6th grade 40% of students at or above benchmark for the district.

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

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

### Successes:

- Implementation of MTSS
- Implementation of Social-emotional learning in the classroom (Toolbox, Restorative Circles and Morning Meetings)
- Counseling sessions were provided to students as needed in various ways.
- Weekly lunch bunch groups for grades 4-6th for socialization time via zoom with school counselor
- Individual and in small groups (zoom) support groups with school counselor to provide emotional support
- School counselor provided classroom presentations (zoom) on SEL related topics
- School counselor recorded and uploaded SEL videos to Youtube channel for staff and parents to use for SEL lessons at home and in the classroom
- School psychologist met with students identified as needing social and emotional support

### Challenges:

- Our community has been faced with unprecedented trauma for the past 5 years (many fires, power shut off days, air quality closure days, floods, and a global pandemic). The importance of mental health and social and emotional well being is incredibly important and at times needs to be prioritized over academics.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

### Successes:

- Teachers connected to students via daily live interaction
- Parents were contacted on a regular basis to provide information, direction and resources
- Teachers regularly communicated with parents and guardians regarding academic progress
- When students were not engaged we communicated with families through a student of concern document
- Held over 6 virtual meetings for varying purposes: input, reopening plan, etc.
- Outreach Worker helped communicate with families and translate meetings, communication, etc.
- Launched ParentSquare communication app that teachers, staff, principals and district office used to consistently communicate
- Launched Aeries Parent Portal for parents to view student grades, report cards, and other school information
- Conducted surveys through google forms for feedback and input

### Challenges:

- Communicating with student of concern families
- Constantly communicating with changing guidelines

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

### **Successes:**

- Sent ParentSquare messages weekly about grab and go meals and updates on nutrition information
- Provided grab and go meals to all students via drive through pick-up (from March 2019-June 2021)
- Provided breakfast and lunch to all students in hybrid learning model (April 2021-June 2021)

### **Challenges:**

- Obtaining free and reduced lunch applications since all meals were free for students this year.
- Families remembering to collect their grab and go lunches each week.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Additional Counseling Services to Promote Mental Health and Social/Emotional Wellbeing of Students: COUNSELOR	35,000	10200	No
Pupil Engagement and Outreach	Improved Communication with EL Students/Families POUSD acquired "ParentSquare" (an AERIES product) which translates all outgoing and incoming messages to facilitate effective communication during virtual learning efforts. This has allowed us to provide significantly improved support for our Spanish speaking families. The program was on-boarded in fall 2020, specifically to augment the Virtual Learning experience of English Learners and to better support their families.	2,025	2500	No
Distance Learning Program (Supports for Pupils with Unique Needs)	"Comfort Bags" for Homeless, Foster, Low Income Students 40 duffel bags were made available for homeless, foster, low income and struggling students. Distributed the first week of September 2020 out of Schaefer Elementary, these bags contained toiletries (shampoo, soap, toothbrush and toothpaste), a blanket, books, games/puzzles, coloring books and stuffed animals/toys.	500	0	No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program	Materials and equipment for teachers to work effectively in Virtual Learning	20,000	20,000	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures except a reduction on counseling due to budget reduction.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

A district Learning Loss Recovery Committee was created with all district stakeholders and convened to assess the lessons learned from in-person and distance learning programs in 2020-2021. This provided us with notes on success and challenges as well as highlight the essential next steps of the district through our targeted LCAP goals. For example, our LCAP Goal 2: Well-Being-Support the social-emotional and physical well-being of all and recognize each person’s inherent value. It became apparent in the meeting to focus on promoting mental health and social/emotional wellbeing of students in our school. In addition, our LCAP Goal 1: Learning Experiences-Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement. The committee discussed focusing on academic support and achievement through targeted instruction and responsive teaching for EL students, low-income students and at-risk students (students who were impacted by COVID-19). This goal will be monitored using measurable outcomes specific to EL students, low-income students and at-risk students (students who were impacted by COVID-19).

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will be addressed through targeted instruction and responsive teaching based on common formative and summative district assessments. All metrics in Goal 1 will be monitored and reported on during the annual update cycle. These metrics assess pupil learning loss/ learning acceleration.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement except reduction of services spent on counseling to support and promote the mental health and social/emotional wellbeing of students.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

A district Learning Loss Recovery Committee was created with all district stakeholders and convened to analyze and reflect on the past two years. This provided us with notes on success and challenges as well as highlight the essential next steps of the district through our targeted LCAP goals. For example, our LCAP Goal 2: Well-Being-Support the social-emotional and physical well-being of all and recognize each person's inherent value. It became apparent in the meeting to focus on promoting mental health and social/emotional wellbeing of students in our school. In addition, our LCAP Goal 1: Learning Experiences-Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement. The committee discussed focusing on academic support and achievement through targeted instruction and responsive teaching for EL students, low-income students and at-risk students (students who were impacted by COVID-19). All of our goals will continually be monitored using measurable outcomes specific to EL students, low-income students and at-risk students (students who were impacted by COVID-19).



## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	2,451,389.00	1,404,118.11
Base	1,930,877.00	966,403.16
LCFF Base	17,000.00	0.00
Lottery	0.00	0.00
Special Education	226,483.00	196,501.00
Supplemental	275,319.00	235,947.95
Title II	1,710.00	5,266.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	2,451,389.00	1,404,118.11
1000-1999: Certificated Personnel Salaries	1,864,065.00	1,044,755.16
2000-2999: Classified Personnel Salaries	395,319.00	283,085.00
4000-4999: Books And Supplies	38,836.00	26,410.95
5000-5999: Services And Other Operating Expenditures	74,701.00	9,047.00
5800: Professional/Consulting Services And Operating Expenditures	78,468.00	40,820.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	2,451,389.00	1,404,118.11
1000-1999: Certificated Personnel Salaries	Base	1,556,608.00	744,213.16
1000-1999: Certificated Personnel Salaries	Special Education	181,283.00	196,501.00
1000-1999: Certificated Personnel Salaries	Supplemental	126,174.00	104,041.00
2000-2999: Classified Personnel Salaries	Base	271,318.00	209,765.00
2000-2999: Classified Personnel Salaries	Special Education	45,200.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	78,801.00	73,320.00
4000-4999: Books And Supplies	Base	22,950.00	9,875.00
4000-4999: Books And Supplies	Lottery	0.00	0.00
4000-4999: Books And Supplies	Supplemental	15,886.00	16,535.95
5000-5999: Services And Other Operating Expenditures	Base	63,333.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	9,658.00	3,781.00
5000-5999: Services And Other Operating Expenditures	Title II	1,710.00	5,266.00
5800: Professional/Consulting Services And Operating Expenditures	Base	16,668.00	2,550.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	17,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	44,800.00	38,270.00

\* Totals based on expenditure amounts in goal and annual update sections.



<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	2,013,610.00	1,059,029.16
<b>Goal 2</b>	81,881.00	71,068.00
<b>Goal 3</b>	328,953.00	252,503.95
<b>Goal 4</b>	26,945.00	21,517.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$49,258.00	\$38,979.00
Distance Learning Program	\$137,490.00	\$122,526.00
Pupil Learning Loss	\$26,420.00	\$9,863.00
Additional Actions and Plan Requirements	\$57,525.00	\$32,700.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$270,693.00</b>	<b>\$204,068.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$49,258.00	\$38,979.00
Distance Learning Program	\$137,490.00	\$122,526.00
Pupil Learning Loss	\$26,420.00	\$9,863.00
Additional Actions and Plan Requirements	\$57,525.00	\$32,700.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$270,693.00</b>	<b>\$204,068.00</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>		

## Agenda Item Summary

Action Item: **8.5 Approval of the 2019-20 and 2020-21 Annual Update for the Schaefer Charter School**

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Special Meeting of: June 16, 2021      Action Item      Report Format: **Oral**

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Attachment :      **Local Control Accountability Plan**

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**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 annual update includes an analysis of its goals, measurable outcomes and actions and services from the 201-20 Local Control and Accountability Plan (LCAP) and 2020-21 Learning Continuity Plan (LCP).

**Fiscal Impact**

None at this time

**Recommendation**

Approve update

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Morrice Schaefer Elementary School	Kathy Harris Principal	kharris@pousd.org 707-522-3015

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Create a positive, learning focused environment and culture for all students.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            My Voice Survey (students grades 3-6):</p> <p>% of students in grades 3-5 reporting that they "feel important" in their classrooms.</p> <p><b>19-20</b>            47%</p>	
<p><b>Metric/Indicator</b>            % of students in grade 6 reporting that they are "a valued member of" their school community.</p> <p><b>19-20</b>            32%</p> <p><b>Baseline</b>            68%</p>	
<p><b>Metric/Indicator</b>            % of students in grades 3-5 reporting that they are "comfortable asking questions in class."</p>	

Expected	Actual
<p><b>19-20</b> 44%</p> <p><b>Baseline</b> 72%</p>	
<p><b>Metric/Indicator</b> % of students in grades 6 reporting that they are "comfortable asking questions in class."</p> <p><b>19-20</b> 63%</p> <p><b>Baseline</b> 87%</p>	
<p><b>Metric/Indicator</b> Feel safe at school (CHKS)</p> <p><b>19-20</b> 79%</p> <p><b>Baseline</b> Baseline year 17-18: 74%</p>	
<p><b>Metric/Indicator</b> Caring Relationships with adults (CHKS)</p> <p><b>19-20</b> 38%</p> <p><b>Baseline</b> Baseline year 17-18: 33%</p>	
<p><b>Metric/Indicator</b> Meaningful Participation (CHKS)</p> <p><b>19-20</b> 13%</p> <p><b>Baseline</b> Baseline year 17-18: 8%</p>	
<p><b>Metric/Indicator</b></p>	

Expected	Actual
<p>School Connectedness (CHKS)</p> <p><b>19-20</b> 36%</p> <p><b>Baseline</b> Baseline year 17-18: 31%</p>	
<p><b>Metric/Indicator</b> Attendance Rates -- % (April )</p> <p><b>19-20</b> 95%</p> <p><b>Baseline</b> 95%</p>	
<p><b>Metric/Indicator</b> Chronic Absenteeism</p> <p>Status Change Performance Color</p> <p>Rate as of April of current year</p> <p><b>19-20</b> 2018-2019 Goal</p> <p>17% Decrease 1% Yellow</p> <p>April 2019:14%</p> <p><b>Baseline</b></p>	

Expected	Actual
<p>Baseline year 17-18</p> <p>18% +6% Red</p> <p>April 2019:15%</p>	
<p><b>Metric/Indicator</b> Suspension Rates</p> <p>Status Change Performance Color</p> <p>Rate as of April of current year</p> <p><b>19-20</b> 2018-2019 Goal</p> <p><b>Baseline</b> Baseline Year: 2016-2017 Data</p> <p>0.4% declined 0.7% Blue</p>	
<p><b>Metric/Indicator</b> Expulsion Rates -- %</p> <p><b>19-20</b> 0%</p>	



Expected	Actual
<b>Baseline</b> 0%	
<b>Metric/Indicator</b> FIT Survey  <b>19-20</b> Exemplary  <b>Baseline</b> Exemplary	
<b>Metric/Indicator</b> Williams Act: % access to instructional materials.  <b>19-20</b> 100%  <b>Baseline</b> 100%	
<b>Metric/Indicator</b> Appropriately Assigned Credentialed  <b>19-20</b> 100%  <b>Baseline</b> 100%	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Continue implementation of social-emotional curriculum, including Toolbox and No Bully!	1.1.a Professional development to support on-going implementation of Toolbox/No Bully! No additional costs as consultant is now employee. (0000-1110-1000-5202-SGPD) 5000-5999: Services And Other	1.1.a Professional development to support on-going implementation of Toolbox/No Bully! No additional costs as consultant is now employee. (0000-1110-1000-5202-SGPD) 5000-5999: Services And Other

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Operating Expenditures Supplemental No additional cost  1.1.b My Voice Surveys (students, staff, and parents) (0000-1110-1000-5880-SG01) 5000-5999: Services And Other Operating Expenditures Supplemental \$900  1.1.c Toolbox Consumable Materials (0000-1110-1000-4310-SG01) 4000-4999: Books And Supplies Supplemental \$200	Operating Expenditures Supplemental No additional cost  1.1.b My Voice Surveys (students, staff, and parents) (0000-1110-1000-5880-SG01) 5000-5999: Services And Other Operating Expenditures Supplemental \$762  1.1.c Toolbox Consumable Materials (0000-1110-1000-4310-SG01) 4000-4999: Books And Supplies Supplemental \$0
1.2 Provide each student with highly qualified teaching staff to support learning and positive school climate.	1.2.a Highly Qualified Principal (0000-0000-2700-1300-0000) 1000-1999: Certificated Personnel Salaries Base \$131,055  1.2.b Highly Qualified Teachers (0000-1110-1000-1100-0000) 1000-1999: Certificated Personnel Salaries Base \$1,552,306  1.2.c District-wide team for collaborative problem solving (0000-1110-1000-1130/1149-600-BG01) 1000-1999: Certificated Personnel Salaries Base See 1.2.b  1.2.d Counselor district wide - .50 FTE @ Schaefer (1110-3110-1200) 1000-1999: Certificated Personnel Salaries Base \$42,863	1.2.a Highly Qualified Principal (0000-0000-2700-1300-0000) 1000-1999: Certificated Personnel Salaries Base \$130,864  1.2.b Highly Qualified Teachers (0000-1110-1000-1100-0000) 1000-1999: Certificated Personnel Salaries Base \$1,097,351  1.2.c District-wide team for collaborative problem solving (0000-1110-1000-1130/1149-600-BG01) 1000-1999: Certificated Personnel Salaries Base See 1.2.b  1.2.d Counselor district wide - .50 FTE @ Schaefer (1110-3110-1200) 1000-1999: Certificated Personnel Salaries Base \$42,863
1.3 Provide in school and after school engagement activities such as sports, arts, clubs, etc.	1.3.a PE Technician (6 Hours/Day/School) (0000-1530-1000-2100-SG01) 2000-2999: Classified Personnel Salaries Supplemental \$30,061	1.3.a PE Technician (6 Hours/Day/School) (0000-1530-1000-2100-SG01) 2000-2999: Classified Personnel Salaries Supplemental \$18344

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>1.3.b Teacher hourly rate (after school activities) (0000-1660-1000-1130/2130-SG01) 1000-1999: Certificated Personnel Salaries Supplemental \$1,000</p> <p>1.3.c Artist in Residence (community partnerships to support arts education) (0000-1130-1000-5830-SG01) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$500</p> <p>1.3.d Music teacher (1.0 FTE shared by 3 K-6 sites) (0000-1510-1000-1100-600-SG01) 1000-1999: Certificated Personnel Salaries Supplemental \$30,963</p> <p>1.3.e Supplies -- Makers Club (0000-1110-1000-4310-600-SGMK) 4000-4999: Books And Supplies Supplemental \$100</p> <p>1.3.f Supplies -- After school programs (0000-1110-1000-4310-SG01) 4000-4999: Books And Supplies Base \$500</p>	<p>1.3.b Teacher hourly rate (after school activities) (0000-1660-1000-1130/2130-SG01) 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>1.3.c Artist in Residence (community partnerships to support arts education) (0000-1130-1000-5830-SG01) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$500</p> <p>1.3.d Music teacher (1.0 FTE shared by 3 K-6 sites) (0000-1510-1000-1100-600-SG01) 1000-1999: Certificated Personnel Salaries Supplemental \$30,963</p> <p>1.3.e Supplies -- Makers Club (0000-1110-1000-4310-600-SGMK) 4000-4999: Books And Supplies Supplemental \$0</p> <p>1.3.f Supplies -- After school programs (0000-1110-1000-4310-SG01) 4000-4999: Books And Supplies Base \$0</p>
<p>1.4 Provide clean and safe school facilities that support student engagement and positive school culture. Maintain clean and safe school facilities.</p>	<p>1.4.a Maintenance &amp; Grounds staff 2000-2999: Classified Personnel Salaries Base \$69,875</p> <p>1.4.c Custodial Staff 2000-2999: Classified Personnel Salaries Base \$130,465</p>	<p>1.4.a Maintenance &amp; Grounds staff 2000-2999: Classified Personnel Salaries Base \$69,875</p> <p>1.4.c Custodial Staff 2000-2999: Classified Personnel Salaries Base \$130,465</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	<p>1.4.d Custodial/Maintenance supplies 4000-4999: Books And Supplies Base \$27,000</p> <p>1.4 e Maintenance Repairs including transfer to Deferred Maintenance Fund 0000: Unrestricted Base \$43,333</p>	<p>1.4.d Custodial/Maintenance supplies (0000-0000-8210-4370/4380) 4000-4999: Books And Supplies Base \$10,274</p> <p>1.4 e Maintenance Repairs including transfer to Deferred Maintenance Fund 0000: Unrestricted Base \$43,333</p>
<p>1.5 Design classroom space and facilities to promote greater collaboration, creative expression and project-based learning.</p>	<p>1.5 21st Century Modernization Project (4310-RLC) 4000-4999: Books And Supplies Base \$5,000</p>	<p>1.5 21st Century Modernization Project (1110-1000-4310-RLCP) 4000-4999: Books And Supplies Base \$0</p>
<p>1.6 Provide before/after school and recess student supervision.</p>	<p>1.6 Yard Duty Supervisors, Traffic Supervisors 2000-2999: Classified Personnel Salaries Base \$49,643</p>	<p>1.6 Yard Duty Supervisors, Traffic Supervisors (1110-1000-2100) 2000-2999: Classified Personnel Salaries Base \$35366</p>
<p>1.7 Provide tiers of social-emotional and behavioral intervention to support students in developing self-regulation strategies and positive social relationships.</p>	<p>1.7.a Counselor (0000-1110-3110-5830-SG01) 5800: Professional/Consulting Services And Operating Expenditures Supplemental see 1.2.d</p> <p>1.7.b Tier 2 Toolbox Curriculum 4000-4999: Books And Supplies Supplemental See 1.1.c</p>	<p>1.7.a Counselor (0000-1110-3110-5830-SG01) 5800: Professional/Consulting Services And Operating Expenditures Supplemental see 1.2.d</p> <p>1.7.b Tier 2 Toolbox Curriculum 4000-4999: Books And Supplies Supplemental See 1.1.c</p>
<p>1.8 Provide Student Attendance Mediation services.</p>	<p>1.8.a SAM Program (1110-1000-5830-SG01) Only charged if used 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,000</p> <p>1.8.b Counseling time 5800: Professional/Consulting Services</p>	<p>1.8.a SAM Program (1110-1000-5830-SG01) Only charged if used 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$275</p> <p>1.8.b Counseling time 5800: Professional/Consulting Services</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	And Operating Expenditures Supplemental See 1.7.a	And Operating Expenditures Supplemental See 1.7.a

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented except 21st Century Modernization project due to budget cuts.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### Success:

- 5% increase of students feeling they had a caring relationship with an adult. feeling safe, having meaningful participation and feeling part of the school community.
- 100% of our teachers are appropriately assigned and credentialed in 2019-2020
- 100% of students have instructional materials in 2019-2020

### Challenges:

- 20% decrease in students feeling comfortable asking questions
- 30% decrease in 6th grade feeling that they are a valued member of the school community
- Identifying the direct impacts of COVID-19 in a virtual environment has proven to be very challenging.

## Goal 2

Implement teaching practices that support students in the achievement of California Content Standards and the District's Student Outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> % of teachers participating in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning.</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	
<p><b>Metric/Indicator</b> Evidence of classroom practices related to the California Content Standards and the District's Student Outcomes (student work products, lessons/units, rubrics developed).</p> <p><b>19-20</b> 13 of 13</p> <p><b>Baseline</b> 13 of 13</p>	
<p><b>Metric/Indicator</b></p>	

Expected	Actual
<p>% of classrooms w/ evidence of close reading, collaborative conversations, writing activities, and math instructional strategies aligned to the Common Core.</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 85%</p>	
<p><b>Metric/Indicator</b> % of teachers giving feedback on professional learning opportunities offered</p> <p><b>19-20</b> 85%</p> <p><b>Baseline</b> 80% positive feedback</p>	
<p><b>Metric/Indicator</b> My Voice Teacher Survey</p> <p># of Respondents</p> <p><b>19-20</b></p> <p>16</p> <p><b>Baseline</b></p> <p>17-18 baseline:15</p>	
<p><b>Metric/Indicator</b> % of teachers responding they are a valued member of the school community</p>	

Expected	Actual
<p><b>19-20</b> 76%</p> <p><b>Baseline</b> 17-18 baseline:60%</p>	
<p><b>Metric/Indicator</b> % of teachers responding professional development is important to educational growth</p> <p><b>19-20</b> 90%</p> <p><b>Baseline</b> 17-18 baseline: 80%</p>	
<p><b>Metric/Indicator</b> % of teachers responding staff work in a collaborative manner</p> <p><b>19-20</b> 76%</p> <p><b>Baseline</b> 17-18 baseline: 73%</p>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1 Regular schedule for grade level, cross grade level collaboration (1-2x per month during school day, after school, district faculty meetings) for teachers to review student work, develop rubrics, plan instruction and reflect on teaching practice within and across grade levels.</p>	<p>2.1.a Substitute teachers to provide release time for teacher collaboration. Extra funds not needed for this as student schedule was revised to allow time for staff to collaborate, review student work, develop rubrics, plan instruction, and reflect on teaching practice. Costs included in salaries/benefits for highly qualified teachers. (0000-1110-1000-1149-SUB) 1000-1999:</p>	<p>2.1.a Substitute teachers to provide release time for teacher collaboration. Extra funds not needed for this as student schedule was revised to allow time for staff to collaborate, review student work, develop rubrics, plan instruction, and reflect on teaching practice. Costs included in salaries/benefits for highly qualified teachers. (0000-1110-1000-1149-SUB) 1000-1999:</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Certificated Personnel Salaries Base see 1.2.b	Certificated Personnel Salaries Base see 1.2.b
2.2 Provide professional learning opportunities to develop and support instructional practices aligned with the District Student Outcomes and California Content Standards for English Language Arts, Mathematics, Writing, Project Based Learning, and Next Generation Science Standards.	<p>2.2.a Instructional Coach (1 FTE District-wide) (0000-1570-1000-1100-600-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental see 3.2.f</p> <p>2.2.b Technology Integration Coach (1 FTE shared by 3 K-6 schools) (0000-1230-1000-1100-600-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental \$39,075</p> <p>2.2.c Continue Writing PD Additional cost-see below (7510-1110-1000-5202-0000) 5800: Professional/Consulting Services And Operating Expenditures Other \$1,000</p> <p>2.2.d Continue Writing PD - Extra time for Staff/Subs for release time (7510-1110-1000-1130/1149-0000) 0001-0999: Unrestricted: Locally Defined Other \$5,800</p> <p>2.2.e 21st Century Teaching and Learning Professional Development (Teacher release time and/or SCOE Contract) (0000-5830-SG02) 1000-1999: Certificated Personnel Salaries Supplemental \$1,000</p> <p>2.2.f Participation in NCTIP Program (0000-5830-BTSA) - None anticipated for 19-20 5800: Professional/Consulting Services</p>	<p>2.2.a Instructional Coach (1 FTE District-wide) (0000-1570-1000-1100-600-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental see 3.2.f</p> <p>2.2.b Technology Integration Coach (1 FTE shared by 3 K-6 schools) (0000-1230-1000-1100-600-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental \$39,075</p> <p>2.2.c Continue Writing PD Additional cost-see below (7510-1110-1000-5202-0000) 5800: Professional/Consulting Services And Operating Expenditures Other \$0</p> <p>2.2.d Continue Writing PD - Extra time for Staff/Subs for release time (7510-1110-1000-1130/1149-0000) 0001-0999: Unrestricted: Locally Defined Other \$0</p> <p>2.2.e 21st Century Teaching and Learning Professional Development (Teacher release time and/or SCOE Contract) (0000-5830-SG02) 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>2.2.f Participation in NCTIP Program (0000-5830-BTSA) - None anticipated for 19-20 5800: Professional/Consulting Services</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	And Operating Expenditures Base \$0  2.2.h Implement Renewal work (7510-1110-1000-5830-0000) 5800: Professional/Consulting Services And Operating Expenditures Other \$24,000	And Operating Expenditures Base \$0  2.2.h Implement Renewal work (7510-1110-1000-5830-0000) 5800: Professional/Consulting Services And Operating Expenditures Other \$22,338
2.3 Provide formal and informal professional learning opportunities for teachers to develop instructional practices aligned to the District Student Outcomes, focused on writing, PBL, Next Generation Science Standards, technology and math.	Revised student schedule to allow staff time on shortened Wednesdays 1000-1999: Certificated Personnel Salaries Base See 1.2.b  2.3.b Professional development workshops for teachers, classified instructional support staff, and principals.(4035-5202-PD) 5000-5999: Services And Other Operating Expenditures Title II \$2,629  2.3.c Conferences -- Literacy, technology, math. (0000-5202-SGPD) 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000  2.3.c Director of Innovative Learning (40%) (0000-1110-2100-1300-600-SG02) 1000-1999: Certificated Personnel Salaries Supplemental \$22,946	Revised student schedule to allow staff time on shortened Wednesdays 1000-1999: Certificated Personnel Salaries Base See 1.2.b  2.3.b Professional development workshops for teachers, classified instructional support staff, and principals.(4035-1110-1000-5202-00PD) 5000-5999: Services And Other Operating Expenditures Title II \$0  2.3.c Conferences -- Literacy, technology, math. (0000-1110-1000-5202-SGPD) 5000-5999: Services And Other Operating Expenditures Supplemental \$0  2.3.c Director of Innovative Learning (40%) (0000-1110-2100-1300-600-SG02) 1000-1999: Certificated Personnel Salaries Supplemental \$22,946
2.4 Develop pilot program for Math performance tasks - K-6		
2.5 Design units of instruction aligned with CCS Math, ELA, including formative and summative assessments across K-6.	2.5 Collaboration time for teachers-release time and/or extra-duty time - teacher time is embedded in new schedule with shortened Wednesdays 0000-	2.5 Collaboration time for teachers-release time and/or extra-duty time - teacher time is embedded in new schedule with shortened Wednesdays 0000-

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1110-1000-1130/1149-BG02) 1000-1999: Certificated Personnel Salaries Base see 1.2.b	1110-1000-1130/1149-BG02) 1000-1999: Certificated Personnel Salaries Base see 1.2.b
2.6 Develop proposal for Integration of arts education across curricular areas.	2.6.a Professional development for general education teachers to learn arts integration strategies to use across curriculum-release time and/or extra-duty time (0000-1110-1000-1130-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental \$1,000  2.6.b Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Supplemental See 2.3.d	2.6.a Professional development for general education teachers to learn arts integration strategies to use across curriculum-release time and/or extra-duty time (0000-1110-1000-1130-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental \$0  2.6.b Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Supplemental See 2.3.d
2.7 Implement ELD instructional strategies to promote academic discourse, structured language practices across core curricular areas and designated English Language Development during the school day.	2.7.a Consultation with SCOE ELD Coordinator to develop schoolwide practices to support EL students in all curricular areas. (0000-5830-SG02) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$600  2.7.b Collaboration time to plan ELD instruction, review assessments of student progress and refine instructional practices.(0000-1110-1000-1130-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b	2.7.a Consultation with SCOE ELD Coordinator to develop schoolwide practices to support EL students in all curricular areas. (0000-1110-1000-5830-SG02) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0  2.7.b Collaboration time to plan ELD instruction, review assessments of student progress and refine instructional practices.(0000-1110-1000-1130-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b
2.8 Provide professional development opportunities for integrating tiers of intervention support for students in ELA and Math.	2.8.a Instructional Coach 1000-1999: Certificated Personnel Salaries Supplemental See 2.2.a	2.8.a Instructional Coach 1000-1999: Certificated Personnel Salaries Supplemental See 2.2.a

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2.8.b Professional development focused on intervention strategies (0000-5830-SGPD) 5800: Professional/Consulting Services And Operating Expenditures Supplemental No additional costs  2.8.c Santa Rosa City Schools and SCOE Network (0000-5830-SG02) 5800: Professional/Consulting Services And Operating Expenditures Supplemental No additional costs	2.8.b Professional development focused on intervention strategies (0000-5830-SGPD) 5800: Professional/Consulting Services And Operating Expenditures Supplemental No additional costs  2.8.c Santa Rosa City Schools and SCOE Network (0000-5830-SG02) 5800: Professional/Consulting Services And Operating Expenditures Supplemental No additional costs

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the Actions/Services were implemented except additional math, writing and 21st Century Professional Development and conferences due to budget cuts.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### Successes

- 100% of classrooms show evidence of core instructional practices aligned to the California Common Core Standards and the District's Student Outcomes.
- 15% increase of classrooms using close reading, collaborative conversations, writing activities and math instructional strategies aligned to the Common Core.
- 10% increase of teachers stating the Professional Development important for learning
- Technology Integration Coach to aid in successes of distance learning
- Shortened Wednesdays and additional grade level planning days that helped teachers implement teaching practices that support students in the achievement of the California Common Core Standards and the District's Student Outcomes

### Challenges

- Identifying the direct impacts of COVID-19 in a virtual environment has proven to be very challenging.

## Goal 3

All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Renaissance Learning Assessments STAR Reading (Gr. 3-6):            % of students in grades 3-6 reading grade level literary and informational text with accuracy and comprehension.</p> <p><b>19-20</b>            45% (goal)</p> <p><b>Baseline</b>            74%</p>	
<p><b>Metric/Indicator</b>            STAR Math (Gr. 3-6): % students scoring at or above proficiency on grade level standards.</p> <p><b>19-20</b>            61% (goal)</p> <p><b>Baseline</b>            67%</p>	
<p><b>Metric/Indicator</b>            DIBELS (K-6) -- % of students meeting grade level benchmarks</p>	

Expected	Actual
<p><b>19-20</b> 41% (goal)</p> <p><b>Baseline</b> 54%</p>	
<p><b>Metric/Indicator</b> ELA Academic Indicator (CAASPP 3-6) Previous Year</p> <p>Status: Change: Performance Color:</p> <p><b>19-20</b> 2018-2019 Goal</p> <p>39 points below Increase 3 points Yellow</p> <p><b>Baseline</b> 2016-2017 Data</p> <p>43 points below Declined 7 Orange</p>	
<p><b>Metric/Indicator</b> ELA Academic Indicator (CAASPP 3-6) Previous Year</p> <p>Number of Subgroups in Red or Orange</p>	

Expected	Actual
<p><b>19-20</b> 2018-2019 Goal</p> <p>2</p> <p><b>Baseline</b> 2016-2017 Data</p> <p>4 (EL, His, SED, White)</p>	
<p><b>Metric/Indicator</b> Math Academic Indicator (CAASPP 3-6) (Previous Year)</p> <p>Status: Change: Performance Color:</p> <p><b>19-20</b> 2018-2019 Goal</p> <p>62 points below Increase 3 points Yellow</p> <p><b>Baseline</b> 2016-2017 Data</p>	



Expected	Actual
<p>59 points below Increased 0.7 points Orange</p>	
<p><b>Metric/Indicator</b> Math Academic Indicator (CAASPP 3-6)</p> <p>Number of Subgroups in Red or Orange:</p> <p><b>19-20</b> 2018-2019 Goal</p> <p>3</p> <p><b>Baseline</b> 2016-2017 Data</p> <p>2 (Hispanic, SED)</p>	
<p><b>Metric/Indicator</b> English Learner Indicator</p> <p><b>19-20</b> TBD</p> <p><b>Baseline</b> 2015: 73% 2016: 73%</p>	

Expected	Actual
<p><b>Metric/Indicator</b> Physical Fitness Test (5th Grade) Aerobic Capacity</p> <p><b>19-20</b> 2018-2019 Goal 47%</p> <p><b>Baseline</b> 2015-2016 61%</p>	
<p><b>Metric/Indicator</b> Body Composition</p> <p><b>19-20</b> 2018-2019 Goal 67%</p> <p><b>Baseline</b> 2015-2016 57%</p>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.1 Assess student progress toward curricular goals.</p>	<p>3.1.a Renaissance Learning (STAR Reading &amp; Star Math) (0000-1110-1000-4310-SG03) 4000-4999: Books And Supplies Supplemental \$6,000</p>	<p>3.1.a Renaissance Learning (STAR Reading &amp; Star Math) (0000-1110-1000-4310-SG03) 4000-4999: Books And Supplies Supplemental \$452</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	<p>3.1.b DIBELS - annual subscription (0000-1110-1000-4340-BG03) 5000-5999: Services And Other Operating Expenditures Base \$2,000</p> <p>3.1.c Collaboration time for teams of teachers to develop assessment practices aligned with District Student Outcomes - Revised daily schedule to include shortened Wednesdays for students to allow collaboration time for staff. 1000-1999: Certificated Personnel Salaries Base see 1.2.b</p> <p>3.1.d Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p>	<p>3.1.b DIBELS - annual subscription (0000-1110-1000-4340-BG03) 5000-5999: Services And Other Operating Expenditures Base \$0</p> <p>3.1.c Collaboration time for teams of teachers to develop assessment practices aligned with District Student Outcomes - Revised daily schedule to include shortened Wednesdays for students to allow collaboration time for staff. 1000-1999: Certificated Personnel Salaries Base see 1.2.b</p> <p>3.1.d Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p>
<p>3.2 Implement Project-Based Learning/Inquiry methods focused on integrated units of instruction aligned with District Student Outcomes and California Content Standards.</p>	<p>3.2.a Collaboration Time - PBL - Revised daily schedule to include shortened Wednesdays for students to allow collaboration time for staff. 1000-1999: Certificated Personnel Salaries Base see 1.2.b</p> <p>3.2.b Digital and print instructional resources - PBL (0000-1110-1000-4310-BG03) 4000-4999: Books And Supplies Base \$500</p> <p>3.2.c Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Base See 2.3.d</p>	<p>3.2.a Collaboration Time - PBL - Revised daily schedule to include shortened Wednesdays for students to allow collaboration time for staff. 1000-1999: Certificated Personnel Salaries Base see 1.2.b</p> <p>3.2.b Digital and print instructional resources - PBL (0000-1110-1000-4310-BG03) 4000-4999: Books And Supplies Base \$0</p> <p>3.2.c Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Base See 2.3.d</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>3.2.d Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p> <p>3.2.e Instructional Materials-Math Curriculum Pilot texts - Paid by District (0000-1110-1000-4310-7156) 4000-4999: Books And Supplies Base \$0</p> <p>3.2.f Implement STEAM Lab - contract with Lindsay Hunter (0000-1110-1000-5830-STEM) 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$17,000</p>	<p>3.2.d Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p> <p>3.2.e Instructional Materials-Math Curriculum Pilot texts - Paid by District (0000-1110-1000-4310-7156) 4000-4999: Books And Supplies Base \$0</p> <p>3.2.f Implement STEAM Lab - contract with Lindsay Hunter (0000-1110-1000-5830-STEM) 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$1750</p>
<p>3.3 Provide instruction to students in developing literacy, media literacy, research and digital citizenship skills.</p>	<p>3.3.a Library Tech (30 hours per week per K-6 school) (0000-1110-2420-2200-SG03) 2000-2999: Classified Personnel Salaries Supplemental \$29,208</p> <p>3.3.b Technology Integration Coach (1 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental See 2.2.b</p> <p>3.3.c Conduct needs assessment for resources for balanced literacy instruction (0000-1110-1000-1130) 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p> <p>3.3.d Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Supplemental See 2.3.b</p>	<p>3.3.a Library Tech (30 hours per week per K-6 school) (0000-1110-2420-2200-SG03) 2000-2999: Classified Personnel Salaries Supplemental \$20,102</p> <p>3.3.b Technology Integration Coach (1 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental See 2.2.b</p> <p>3.3.c Conduct needs assessment for resources for balanced literacy instruction (0000-1110-1000-1130) 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p> <p>3.3.d Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Supplemental See 2.3.b</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
3.4 Provide arts education (visual, digital, music, performing arts) for students to develop communication, creativity and critical thinking skills.	<p>3.4.a Music teacher (1 FTE shared between 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental See 1.3.d</p> <p>3.4.b Materials for after school art projects (0000-1660-1000-4310-SG03) 4000-4999: Books And Supplies Supplemental See 1.3.f</p>	<p>3.4.a Music teacher (1 FTE shared between 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental See 1.3.d</p> <p>3.4.b Materials for after school art projects (0000-1660-1000-4310-SG03) 4000-4999: Books And Supplies Supplemental See 1.3.f</p>
3.5 Provide students with instruction to develop motor skills/physical fitness.	3.5 PE Technician (6 Hrs/Day/School) 2000-2999: Classified Personnel Salaries Base See 1.3.a	3.5 PE Technician (6 Hrs/Day/School) 2000-2999: Classified Personnel Salaries Base See 1.3.a
3.6 Provide academic support for students with disabilities to access a rigorous curriculum aligned with California Content Standards and the District's Student Outcomes.	<p>3.6.a Special Ed Teachers, RSP (2 FTE for District K-12 Program) (6500-5770-1120-1100-0000) 1000-1999: Certificated Personnel Salaries Special Education \$52,284</p> <p>3.6.b Special Ed Teacher for SDC (1 FTE for District K-6 Program) (6500-5770-1110-1100-0000) 1000-1999: Certificated Personnel Salaries Special Education \$34,508</p> <p>3.6.c RSP Assistant (3310-5770-1120-2100) 2000-2999: Classified Personnel Salaries Special Education \$21,412</p> <p>3.6.d Specialized Assistants (SDC) (3310-5770-1110-2100) 2000-2999: Classified Personnel Salaries Special Education \$23,788</p> <p>3.6.e Speech &amp; Language Specialists (1.4 FTE for District K-</p>	<p>3.6.a Special Ed Teachers, RSP (2 FTE for District K-12 Program) (6500-5770-1120-1100-0000) 1000-1999: Certificated Personnel Salaries Special Education \$52,284</p> <p>3.6.b Special Ed Teacher for SDC (1 FTE for District K-6 Program) (6500-5770-1110-1100-0000) 1000-1999: Certificated Personnel Salaries Special Education \$34,508</p> <p>3.6.c RSP Assistant (3310-5770-1120-2100) 2000-2999: Classified Personnel Salaries Special Education \$21,412</p> <p>3.6.d Specialized Assistants (SDC) (3310-5770-1110-2100) 2000-2999: Classified Personnel Salaries Special Education \$23,788</p> <p>3.6.e Speech &amp; Language Specialists (1.4 FTE for District K-</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>12 Program) (6500-5770-3150-1200) 1000-1999: Certificated Personnel Salaries Special Education \$60,271</p> <p>3.6.f Director of Special Education/Intervention (.80 for District K-12 Program) (6500-5770-2100-1300-) 1000-1999: Certificated Personnel Salaries Special Education \$34,220</p>	<p>12 Program) (6500-5770-3150-1200) 1000-1999: Certificated Personnel Salaries Special Education \$60,271</p> <p>3.6.f Director of Special Education/Intervention (.80 for District K-12 Program) (6500-5770-2100-1300-) 1000-1999: Certificated Personnel Salaries Special Education \$34,220</p>
3.8 Provide Community Connected Learning opportunities	<p>3.8.a Off-Campus Community Learning events (field trips) (0000-5806-FT03) (Based on \$25/ADA) Estimating 350 ADA in 2019-2020 5000-5999: Services And Other Operating Expenditures Base \$8,750</p> <p>3.8.b On-Campus Community Learning events (guest speakers, presentations, etc) (0000-5830-FT03) 5800: Professional/Consulting Services And Operating Expenditures Base \$500</p> <p>3.8.c 6th grade Science Outdoor Education (0000-1515-1000-5808-FT03) (Based on \$180/6th Grade Student) Estimating 43 6th Grade Students in 2019-2020 5800: Professional/Consulting Services And Operating Expenditures Base \$9,000</p>	<p>3.8.a Off-Campus Community Learning events (field trips) (0000-1110-1000-5806-FT03) (Based on \$25/ADA) Estimating 350 ADA in 2019-2020 5000-5999: Services And Other Operating Expenditures Base \$8954</p> <p>3.8.b On-Campus Community Learning events (guest speakers, presentations, etc) (0000-5830-FT03) 5800: Professional/Consulting Services And Operating Expenditures Base \$0</p> <p>3.8.c 6th grade Science Outdoor Education (0000-1515-1000-5808-FT03) (Based on \$180/6th Grade Student) Estimating 43 6th Grade Students in 2019-2020 5800: Professional/Consulting Services And Operating Expenditures Base \$16,696</p>
3.9 Provide tiers of support (Rtl) for students who need targeted instruction and academic intervention.	3.9.a Collaboration time for teachers to review benchmark data, plan interventions, and assess student progress. 1000-	3.9.a Collaboration time for teachers to review benchmark data, plan interventions, and assess student progress. 1000-

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1999: Certificated Personnel Salaries Supplemental See 1.2.b  3.9.b Intervention materials (Rewards, SIPPS) (0000-4310-SG03) 4000-4999: Books And Supplies Supplemental \$500  3.9.c Lexia Reading - 3-year Subscription (1570-1000-4340-SG03 4000-4999: Books And Supplies Supplemental \$10,044  3.9.d Director of Special Education/Intervention (.40 for District K-12 Intervention Program) (0000-1110-2100-1300-600-SG03) 1000-1999: Certificated Personnel Salaries Supplemental \$9,777	1999: Certificated Personnel Salaries Supplemental See 1.2.b  3.9.b Intervention materials (Rewards, SIPPS) (0000-4310-SG03) 4000-4999: Books And Supplies Supplemental \$860  3.9.c Lexia Reading - 3-year Subscription (1570-1000-4340-SG03 4000-4999: Books And Supplies Supplemental \$4200  3.9.d Director of Special Education/Intervention (.40 for District K-12 Intervention Program) (0000-1110-2100-1300-600-SG03) 1000-1999: Certificated Personnel Salaries Supplemental \$9,777
3.10 Provide extended instructional time before and after school for students who need additional academic support in ELA and Math.	3.10.a Teacher hourly rate (0000-1660-1000-1130-SG03) 1000-1999: Certificated Personnel Salaries Supplemental \$500  3.10 Intervention materials (0000-1660-1000-4310-SG03) 4000-4999: Books And Supplies Supplemental See 3.3.c	3.10.a Teacher hourly rate (0000-1660-1000-1130-SG03) 1000-1999: Certificated Personnel Salaries Supplemental \$0  3.10 Intervention materials (0000-1660-1000-4310-SG03) 4000-4999: Books And Supplies Supplemental See 3.3.c
3.11 Provide extended learning time for students during summer.	3.11Teacher hourly rate (0000-1650-1000-1130-600-SGMK) 1000-1999: Certificated Personnel Salaries Supplemental \$14,033	3.11Teacher hourly rate (0000-1650-1000-1130-600-SGMK) 1000-1999: Certificated Personnel Salaries Supplemental \$

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the Actions/Services were implemented except extended learning time for students during the summer due to COVID and STEAM Lab not implemented due to budget cuts.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### Successes

- 100% access for all students to a broad course of study
- 100% of our teachers are appropriately assigned and credentialed in 2019-2020
- Implementation of 2nd year of math curriculum

### Challenges

- Decrease in Star Reading and Math for 3rd-6th grade students
- Identifying the direct impacts of COVID-19 in a virtual environment has proven to be very challenging.



## Goal 4

Improve parent engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> # of events # of total attendees</p> <p><b>19-20</b> Baseline Establishment</p> <p><b>Baseline</b> NA</p>	
<p><b>Metric/Indicator</b> # of parent volunteers</p> <p><b>19-20</b> 13+</p> <p><b>Baseline</b> 25 Parent volunteers</p>	
<p><b>Metric/Indicator</b> Newsletter Engagement</p> <p><b>19-20</b> 90%+</p>	

Expected	Actual
<p><b>Baseline</b> According to smores analytics</p>	
<p><b>Metric/Indicator</b> Facebook Likes</p> <p><b>19-20</b> 180+</p>	
<p><b>Metric/Indicator</b> MyVoice Survey-Parents Number of Respondents</p> <p><b>19-20</b> 14+</p> <p><b>Baseline</b> Baseline year 18-19: 13</p>	
<p><b>Metric/Indicator</b> % of parents feel welcome at school</p> <p><b>19-20</b> 90%+</p> <p><b>Baseline</b> Baseline year 18-19: 100%</p>	
<p><b>Metric/Indicator</b> % of parents feel evenings/meetings are worth attending</p> <p><b>19-20</b> 85%+</p> <p><b>Baseline</b> Baseline year 18-19: 83%</p>	
<p><b>Metric/Indicator</b></p>	

Expected	Actual
<p>% of parents feel comfortable going to parent-teacher conferences</p> <p><b>19-20</b> 90%+</p> <p><b>Baseline</b> Baseline year 18-19: 100%</p>	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.1 Parent Education: Literacy, Numeracy, technology, English language, Student Outcomes, 4C's, Social-Emotional learning, and Positive Parenting.</p>	<p>4.1.a Teacher hourly rate (0000-1110-1000-1130-SG04) 1000-1999: Certificated Personnel Salaries Supplemental \$500</p> <p>4.1.b Materials (0000-4390-SG04) 4000-4999: Books And Supplies Supplemental \$500</p> <p>4.1.c Outreach Worker (0000-4760-1000-2100-SG04) 2000-2999: Classified Personnel Salaries Supplemental \$29,543</p> <p>4.1.d Child Care (0000-1110-1000-2100-SG04) 2000-2999: Classified Personnel Salaries Supplemental See 4.1.b</p>	<p>4.1.a Teacher hourly rate (0000-1110-1000-1130-SG04) 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>4.1.b Materials (0000-4390-SG04) 4000-4999: Books And Supplies Supplemental \$61</p> <p>4.1.c Outreach Worker (0000-4760-1000-2100-SG04) 2000-2999: Classified Personnel Salaries Supplemental \$18,839</p> <p>4.1.d Child Care (0000-1110-1000-2100-SG04) 2000-2999: Classified Personnel Salaries Supplemental See 4.1.b</p>
<p>4.2 Develop tools to communicate with parents regarding student progress</p>	<p>4.2 Develop report card tools to communicate student progress (0000-1110-1000-5830-SG04) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,000</p>	<p>4.2 Develop report card tools to communicate student progress (0000-1110-1000-5830-SG04) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0</p>
<p>4.3 Use a variety of communication platforms to promote an understanding of educational programs and parent engagement such</p>	<p>4.3.a AnyMeeting annual subscription (0000-1110-1000-</p>	<p>4.3.a AnyMeeting annual subscription (0000-1110-1000-</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>as social media, district and school websites, SchoolGo mobile app, e-newsletters, LCAP Infographics and virtual meetings (AnyMeeting, Google Hangouts, etc.) including School/Community events that showcase student learning (exhibitions, performances, etc.)</p>	<p>4340-BG04) 4000-4999: Books And Supplies Base \$200</p> <p>4.3.b Constant Contact annual subscription (0000-1110-1000-4340-BG04) 4000-4999: Books And Supplies Base \$100</p> <p>4.3.c Weebly Pro Annual Subscription (0000-1110-1000-4340-BG04) 4000-4999: Books And Supplies Base \$150</p> <p>4.3.d Photography 4000-4999: Books And Supplies Base No additional costs</p> <p>4.3.e SchoolGo annual subscription (\$1 per student) (0000-1110-1000-4340-BG04) 4000-4999: Books And Supplies Base \$50</p> <p>4.3.f LCAP Infographics for Website - Illuminate (1110-5830-BG04) 5800: Professional/Consulting Services And Operating Expenditures Base \$2,000</p>	<p>4340-BG04) 4000-4999: Books And Supplies Base \$375</p> <p>4.3.b Constant Contact annual subscription (0000-1110-1000-4340-BG04) 4000-4999: Books And Supplies Base \$0</p> <p>4.3.c Weebly Pro Annual Subscription (0000-1110-1000-4340-BG04) 4000-4999: Books And Supplies Base \$0</p> <p>4.3.d Photography 4000-4999: Books And Supplies Base No additional costs</p> <p>4.3.e SchoolGo annual subscription (\$1 per student) (0000-1110-1000-4340-BG04) 4000-4999: Books And Supplies Base \$0</p> <p>4.3.f LCAP Infographics for Website - Illuminate (1110-1000-5830-BG04) 5800: Professional/Consulting Services And Operating Expenditures Base \$0</p>
<p>4.4 Provide parent education through Community-Based Tutoring program, including English language support, strategies for supporting students in academic learning at home.</p>	<p>4.4.a Teacher hourly rate (0000-4760-1000-1130-SG04) 1000-1999: Certificated Personnel Salaries Supplemental See 4.1.a</p> <p>4.4.b Outreach Worker 2000-2999: Classified Personnel Salaries Supplemental See 4.1.c</p> <p>4.4.c Program Coordinator 1000-1999: Certificated Personnel Salaries Supplemental See 2.3.d</p>	<p>4.4.a Teacher hourly rate (0000-4760-1000-1130-SG04) 1000-1999: Certificated Personnel Salaries Supplemental See 4.1.a</p> <p>4.4.b Outreach Worker 2000-2999: Classified Personnel Salaries Supplemental See 4.1.c</p> <p>4.4.c Program Coordinator 1000-1999: Certificated Personnel Salaries Supplemental See 2.3.d</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4.4.d CBET Instructor (0000-4760-1000-5830-SG04) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,200	4.4.d CBET Instructor (0000-4760-1000-5830-SG04) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$270
4.5 Provide parents with access to information related to academic interventions and English language development support.	4.5 Teacher hourly rate 1000-1999: Certificated Personnel Salaries Base See 1.2.b 4.5 Outreach worker for parent consultation and translation services 2000-2999: Classified Personnel Salaries Supplemental See 4.1.c	4.5 Teacher hourly rate 1000-1999: Certificated Personnel Salaries Base See 1.2.b 4.5 Outreach worker for parent consultation and translation services 2000-2999: Classified Personnel Salaries Supplemental See 4.1.c

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the Actions/Services were implemented except childcare/materials/teacher hourly rate for parent education due to COVID.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### Successes

- Outreach Worker
- 90% newsletter engagement

### Challenges

- 10% decrease in feeling welcomed at school and comfortable about going to parent/teacher conferences
- Identifying the direct impacts of COVID-19 in a virtual environment has proven to be very challenging

## Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:  
Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
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### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
MERV-13 filtration (3210-4310)	10,400	9930	No
Personal Protective Equipment for staff and students	20,500	10001	No
Plexiglass dividers (4310)	650	1597	No
Cleaning and Sanitization Equipment and Supplies (obj 4370)	15,000	13373	No
Portable hand washing stations	900	721	No
Temperature reading equipment (4310)	5,000	2725	No
Safety signage (obj4390)	1,000	1357	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

All of the Actions/Services were implemented for in-person instruction except additional PPE due to our county being in the purple tier the majority of the year.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

**Successes**

- Our COVID-19 Safety Plan was approved by the Sonoma County Department of Public Health
- We opened for in person instruction on April 12th, 2021.

## Challenges

- Constantly changing guidelines
- Logistical challenges



# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Educational software and equipment to support Virtual Learning	16,300	15357	No
Technology Devices - Chromebooks, Chromebook covers, and I-Pads for students	97,355	84048	No
Hot Spots for students	4,000	4,500	No
Zoom to allow for synchronous teaching and learning	3,000	3,000	No
Website development to serve as primary source of information, foster contentedness, and provide tools for staff, parents, and students	1,575	1735	No
Aeries Software Suite, Aeries Professional Development, Aeries Enrollment	5,900	6,000	No
Professional development	4,200	0	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All of the Actions/Services were implemented for distance learning program except additional professional development due to COVID-19.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

- Success: We provided daily live interaction to all students and we provided various online resources to facilitate learning online.
- Challenge: Engaging students online was a challenge.

#### Access to Devices and Connectivity

- Success: All students were provided a device to engage in distance learning.
- Challenge: At the beginning of distance learning there were a lot of technology issues to figure out and a learning curve for students, parents and teachers that was overcome.

#### Pupil Participation and Progress

- Success: We developed a student of concern list that both teachers and principals contributed to and notified parents if students did not complete their work or were at risk of not meeting academic standards, we recorded daily participation of each student, time value met the number of instructional minutes required.
- Challenge: Developing and implementing taking attendance and communicating with student of concern families.

#### Distance Learning Professional Development,

- Success: We provided professional development or collaboration time to help navigate and improve distance learning practices.
- Challenge: The stress of the situation made it challenging to process and implement professional development opportunities.

#### Staff Roles and Responsibilities

- Success: The Director of Innovative Learning, library technician, Teacher on Special Assignment (technology teacher) developed a website that had daily lessons and resources for distance learning. TOSA also provided tech support for teachers with setting up their own online learning platforms, software and hardware needs. Program assistants assisted teachers with small groups instruction on zoom.
- Challenges: Overall transition to a virtual environment for all staff members.

#### Support for Pupils with Unique Needs.

- Success: English learners were provided synchronous and asynchronous instruction as well as additional support through small group instruction, Special Education services continued to be provided virtually to students according to their IEP,
- Challenge: Providing special education services for some students was challenging.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1:1 tutoring (goal1660)	13,400	0	No
Student math kits for Virtual Learning (PO21-00052,00060,00071,00149)	7,540	10,525	No
Communication devices for staff to connect to families and students	460	500	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

All of the Actions/Services were implemented for pupil learning loss except 1:1 tutoring due to COVID-19, however, program assistants and teachers held 1:1 and small group instruction and intervention to support student needs during instruction time.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

- Successes:
  - We routinely used formative assessments throughout the year to identify learning loss.
  - In Spring 2021, all students in grades 2nd-6th grade took STAR reading and math test to identify learning loss.
- Challenges:
  - Rate of students completing assignments during asynchronous learning.

Conducting formative assessments and summative assessments in the virtual learning environment.

- Ensuring that the majority of students were assessed in STAR Reading and Math.

## Strategies

### Successes:

- Utilizing differentiation to provide additional support to students through small group instruction.
- Providing individual student math manipulative kits and learning tool pick up dates for hands-on learning and instruction.

### Effectiveness (April/May 2021)

- Math: 3rd grade has 61%, 4th grade has 38%, 5th grade has 36%, 6th grade 53% of students at or above benchmark for the district.
- Reading: 3rd grade has 51%, 4th grade has 53%, 5th grade has 39%, 6th grade 38% of students at or above benchmark for the district.

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

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

### Successes:

- Weekly lunch bunch groups for grades 4-6th for socialization time via zoom with school counselor
- Individual and in small groups (zoom) support groups with school counselor to provide emotional support
- School counselor provided classroom presentations (zoom) on SEL related topics
- School counselor recorded and uploaded SEL videos to Youtube channel for staff and parents to use for SEL lessons at home and in the classroom
- School psychologist met with students identified as needing social and emotional support

### Challenges

- Our community has been faced with unprecedented trauma for the past 5 years (many fires, power shut off days, air quality closure days, floods, and a global pandemic). The importance of mental health and social and emotional well being is incredibly important and at times needs to be prioritized over academics.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

### Successes

- Teachers connected to students via daily live interaction
- Parents were contacted on a regular basis to provide information, direction and resources
- Teachers regularly communicated with parents and guardians regarding academic progress
- When students were not engaged we communicated with families through a student of concern document
- Held over 6 virtual meetings for varying purposes: input, reopening plan, etc.
- Outreach Worker helped communicate with families and translate meetings, communication, etc.
- Launched Parentsquare communication app that teachers, staff, principals and district office used to consistently communicate
- Launched Aeries Parent Portal for parents to view student grades, report cards, and other school information
- Conducted surveys through google forms for feedback and input

### Challenges:

- Communicating with student of concern families
- Constantly communicating with changing guidelines

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

### Successes

- Sent Parentsquare messages weekly about grab and go meals and updates on nutrition information
- Provided grab and go meals to all students via drive through pick-up (from March 2019-June 2021)
- Provided breakfast and lunch to all students in hybrid learning model (April 2021-June 2021)

### Challenges

- Obtaining free and reduced lunch applications since all meals were free for students this year.
- Families remembering to collect their grab and go lunches each week.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Additional Counseling Services to Promote Mental Health and Social/Emotional Wellbeing of Students: COUNSELOR	35,000	12,231	No
Pupil Engagement and Outreach	Improved Communication with EL Students/Families Schaefer Charter School acquired "ParentSquare" (an AERIES product) which translates all outgoing and incoming messages to facilitate effective communication during virtual learning efforts. This has allowed us to provide significantly improved support for our Spanish speaking families. The program was on-boarded in fall 2020, specifically to augment the Virtual Learning experience of English Learners and to better support their families.	1,600	1500	No
Distance Learning Program (Supports for Pupils with Unique Needs)	"Comfort Bags" for Homeless, Foster, Low Income Students 40 duffel bags were made available for homeless, foster, low income and struggling students. Distributed the first week of September 2020 out of Schaefer Elementary, these bags contained toiletries (shampoo, soap, toothbrush and toothpaste), a blanket, books, games/puzzles, coloring books and stuffed animals/toys.	500	600	No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program	Materials and equipment for teachers to work effectively in Virtual Learning	20,000	20,000	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures except services spent on counseling to support and promote the mental health and social/emotional wellbeing of students due to budget reduction.

### Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

A district Learning Loss Recovery Committee was created with all district stakeholders and convened to assess the lessons learned from in-person and distance learning programs in 2020-2021. This provided us with notes on success and challenges as well as highlight the essential next steps of the district through our targeted LCAP goals. For example, our LCAP Goal 2: Well-Being-Support the social-emotional and physical well-being of all and recognize each person’s inherent value. It became apparent in the meeting to focus on promoting mental health and social/emotional wellbeing of students in our school. In addition, our LCAP Goal 1: Learning Experiences-Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement. The committee discussed focusing on academic support and achievement through targeted instruction and responsive teaching for EL students, low-income students and at-risk students (students who were impacted by COVID-19). This goal will be monitored using measurable outcomes specific to EL students, low-income students and at-risk students (students who were impacted by COVID-19).

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will be addressed through targeted instruction and responsive teaching based on common formative and summative district assessments. All metrics in Goal 1 will be monitored and reported on during the annual update cycle. These metrics assess pupil learning loss/ learning acceleration.



A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement except reduction of services spent on counseling to support and promote the mental health and social/emotional wellbeing of students due to budget reduction.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

A district Learning Loss Recovery Committee was created with all district stakeholders and convened to analyze and reflect on the past two years. This provided us with notes on success and challenges as well as highlight the essential next steps of the district through our targeted LCAP goals. For example, our LCAP Goal 2: Well-Being-Support the social-emotional and physical well-being of all and recognize each person's inherent value. It became apparent in the meeting to focus on promoting mental health and social/emotional wellbeing of students in our school. In addition, our LCAP Goal 1: Learning Experiences-Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement. The committee discussed focusing on academic support and achievement through targeted instruction and responsive teaching for EL students, low-income students and at-risk students (students who were impacted by COVID-19). All of our goals will continually be monitored using measurable outcomes specific to EL students, low-income students and at-risk students (students who were impacted by COVID-19).

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	2,589,352.00	2,004,413.00
Base	2,075,290.00	1,586,416.00
LCFF Base	17,000.00	1,750.00
Other	30,800.00	22,338.00
Special Education	226,483.00	226,483.00
Supplemental	237,150.00	167,426.00
Title II	2,629.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.



<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	2,589,352.00	2,004,413.00
0000: Unrestricted	43,333.00	43,333.00
0001-0999: Unrestricted: Locally Defined	5,800.00	0.00
1000-1999: Certificated Personnel Salaries	2,028,301.00	1,555,122.00
2000-2999: Classified Personnel Salaries	383,995.00	338,191.00
4000-4999: Books And Supplies	50,844.00	16,222.00
5000-5999: Services And Other Operating Expenditures	19,279.00	9,716.00
5800: Professional/Consulting Services And Operating Expenditures	57,800.00	41,829.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	2,589,352.00	2,004,413.00
0000: Unrestricted	Base	43,333.00	43,333.00
0001-0999: Unrestricted: Locally Defined	Other	5,800.00	0.00
1000-1999: Certificated Personnel Salaries	Base	1,726,224.00	1,271,078.00
1000-1999: Certificated Personnel Salaries	Special Education	181,283.00	181,283.00
1000-1999: Certificated Personnel Salaries	Supplemental	120,794.00	102,761.00
2000-2999: Classified Personnel Salaries	Base	249,983.00	235,706.00
2000-2999: Classified Personnel Salaries	Special Education	45,200.00	45,200.00
2000-2999: Classified Personnel Salaries	Supplemental	88,812.00	57,285.00
4000-4999: Books And Supplies	Base	33,500.00	10,649.00
4000-4999: Books And Supplies	Supplemental	17,344.00	5,573.00
5000-5999: Services And Other Operating Expenditures	Base	10,750.00	8,954.00
5000-5999: Services And Other Operating Expenditures	Supplemental	5,900.00	762.00
5000-5999: Services And Other Operating Expenditures	Title II	2,629.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	11,500.00	16,696.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	17,000.00	1,750.00
5800: Professional/Consulting Services And Operating Expenditures	Other	25,000.00	22,338.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	4,300.00	1,045.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	2,116,764.00	1,611,235.00
<b>Goal 2</b>	103,050.00	84,359.00
<b>Goal 3</b>	334,295.00	289,274.00
<b>Goal 4</b>	35,243.00	19,545.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$53,450.00	\$39,704.00
Distance Learning Program	\$132,330.00	\$114,640.00
Pupil Learning Loss	\$21,400.00	\$11,025.00
Additional Actions and Plan Requirements	\$57,100.00	\$34,331.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$264,280.00</b>	<b>\$199,700.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$53,450.00	\$39,704.00
Distance Learning Program	\$132,330.00	\$114,640.00
Pupil Learning Loss	\$21,400.00	\$11,025.00
Additional Actions and Plan Requirements	\$57,100.00	\$34,331.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$264,280.00</b>	<b>\$199,700.00</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>		

## Agenda Item Summary

Action Item: <b>8.6</b> <b><i>Approval of the 2019-20 and 2020-21 Annual Update for the Piner-Olivet Charter School</i></b>
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Special Meeting of: June 16, 2021	<b>Action</b> Item	Report Format: <b>Oral</b>
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Attachment:	<b>Local Control Accountability Plan</b>
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**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 annual update includes an analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP) and 2020-21 Learning Continuity Plan (LCP).

**Fiscal Impact**

None at this time

**Recommendation**

Approve update

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Piner-Olivet Charter School - Piner-Olivet Union School District	Kirsten Sanft Principal	kwofford@pousd.org 707-522-3310

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Create a positive, learning focused environment and culture for all students.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            My Voice Surveys-Student            % of students feel school is welcoming and friendly            7th            8th</p> <p><b>19-20</b></p> <p>70%            70%</p> <p><b>Baseline</b>            2014-15. Baseline data: 80%</p> <p>2016-2017            68%            71%</p>	
<b>Metric/Indicator</b>	

Expected	Actual
<p data-bbox="107 170 905 203">% of students feel teachers make an effort to know them</p> <p data-bbox="107 207 155 235">7th</p> <p data-bbox="107 243 155 271">8th</p> <p data-bbox="107 332 191 360"><b>19-20</b></p> <p data-bbox="107 441 176 469">75%</p> <p data-bbox="107 477 176 505">70%</p> <p data-bbox="107 566 239 594"><b>Baseline</b></p> <p data-bbox="107 602 176 630">63%</p> <p data-bbox="107 678 176 706">66%</p> <p data-bbox="107 714 176 742">56%</p>	
<p data-bbox="107 800 348 828"><b>Metric/Indicator</b></p> <p data-bbox="107 836 877 906">% of students feel they are a valued member of school community</p> <p data-bbox="107 950 155 977">7th</p> <p data-bbox="107 985 155 1013">8th</p> <p data-bbox="107 1075 191 1102"><b>19-20</b></p> <p data-bbox="107 1221 176 1248">49%</p> <p data-bbox="107 1256 176 1284">49%</p> <p data-bbox="107 1346 239 1373"><b>Baseline</b></p>	



Expected	Actual
35% 31%	
<b>Metric/Indicator</b> CHKS (Healthy Kids) Surveys Relationship w/ caring adult  <b>19-20</b> 30%  <b>Baseline</b> 2013-14: 40%	
<b>Metric/Indicator</b> CHKS (Healthy Kids) Surveys Feel very safe at school  <b>19-20</b> 59%  <b>Baseline</b> 2013-14: 25%	
<b>Metric/Indicator</b> Best Luncheon participation  <b>19-20</b> 125+  <b>Baseline</b> Tri 1 -165 T2-143	
<b>Metric/Indicator</b> Incentive Trip participation  <b>19-20</b> 90+  <b>Baseline</b>	

Expected	Actual
Tri 1- 120 T2-119	
<b>Metric/Indicator</b> Attendance Rates <b>19-20</b> Greater than 95% <b>Baseline</b> 96.87%	
<b>Metric/Indicator</b> Chronic Absenteeism Indicator (Previous Year)  Status Change Performance Color  April of Current Year  <b>19-20</b> 2018-2019 Goal  10% Decrease 2.4% Green  April 19-20: 10%  <b>Baseline</b> 2016-2017 Data  8.4% NA	

Expected	Actual
NA	
<p><b>Metric/Indicator</b>  Suspension Rates  (Previous Year)</p> <p>Status  Change  Performance Color</p> <p>April of Current Year</p> <p><b>19-20</b>  2018-2019 Goal</p> <p>3%  Declined 3.4%  Green</p> <p>April: 18-19: less than 3%</p> <p><b>Baseline</b>  2015-2016</p> <p>4.9%</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1,1 Continue Implementation of social-emotional curriculum, including Toolbox and No Bully!</p>	<p>1.1.a Pillars of Character Consumable Materials (1110-1000-4310-BG01) 4000-4999: Books And Supplies Base \$0</p> <p>1.1.b My Voice Surveys (students, staff and parents) w/ professional development introduction and follow-up. (1110-1000-5880-SG01) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,200</p>	<p>1.1.a Pillars of Character Consumable Materials (1110-1000-4310-BG01) 4000-4999: Books And Supplies Base \$183</p> <p>1.1.b My Voice Surveys (students, staff and parents) w/ professional development introduction and follow-up. (1110-1000-5880-SG01) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$770</p>
<p>1.2 Continue beginning of year, incentive and recognition programs to improve collaborative spirit and to recognize student accomplishments.</p>	<p>1.2.a Bus for Community Building &amp; Incentive Field Trips (1110-1000-5806-FT01) 5800: Professional/Consulting Services And Operating Expenditures Base \$3,000</p> <p>1.2.b Renaissance T-shirts, certificates, plaques, and other recognition materials (1110-1000-4310-SG01) 4000-4999: Books And Supplies Supplemental \$300</p> <p>1.2.c Challenge Day &amp; ROPES Course (1110-1000-5808-FT01) 5000-5999: Services And Other Operating Expenditures Other \$18,000</p>	<p>1.2.a Bus for Community Building &amp; Incentive Field Trips (1110-1000-5806-FT01) 5800: Professional/Consulting Services And Operating Expenditures Base \$2313</p> <p>1.2.b Renaissance T-shirts, certificates, plaques, and other recognition materials (1110-1000-4310-SG01) 4000-4999: Books And Supplies Supplemental \$0</p> <p>1.2.c Challenge Day &amp; ROPES Course (1110-1000-5808-FT01) 5000-5999: Services And Other Operating Expenditures Other \$0</p>
<p>1.3 Create a school climate in which it is expected that every child can and will learn and provide whatever is necessary to support that vision. Facilitate performances, exhibitions and publication opportunities for students.</p>	<p>1.3.a High Qualified Principal Appropriately Assigned (0000-2700-1300) 1000-1999:</p>	<p>1.3.a High Qualified Principal Appropriately Assigned (0000-1110-2700-1300) 1000-</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Certificated Personnel Salaries Base \$140,000  1.3.b Highly Qualified Teachers Appropriately Assigned (1110-1000-1100/3xxx-0000) 1000-1999: Certificated Personnel Salaries Base \$941,687  1.3 c Provide Updated Technology, both infrastructure and mobile devices (1230-1000-4310-BG01) 4000-4999: Books And Supplies Base \$10,000	1999: Certificated Personnel Salaries Base \$131,964  1.3.b Highly Qualified Teachers Appropriately Assigned (1110-1000-1100/3xxx-0000) 1000-1999: Certificated Personnel Salaries Base \$847,319  1.3 c Provide Updated Technology, both infrastructure and mobile devices (1230-1000-4310-BG01) 4000-4999: Books And Supplies Base \$9573
1.4 Continue Student Leadership class to provide leadership opportunities for students and to plan and organize student spirit and community service activities	1.4.a Classified Staffing for Leadership Class (1110-1000-2100-SG01) 2000-2999: Classified Personnel Salaries Supplemental \$4,822  1.4.b Training / Conference Registration (1110-1000-5202-BGPD) 5000-5999: Services And Other Operating Expenditures Base \$500	1.4.a Classified Staffing for Leadership Class (1110-1000-2100-SG01) 2000-2999: Classified Personnel Salaries Supplemental \$0  1.4.b Training / Conference Registration (1110-1000-5202-BGPD) 5000-5999: Services And Other Operating Expenditures Base \$0
1.5 Provide Enrichment Activities (before, during, and after school)	1.5.a Yearbook Advisor (1110-1000-1130-YRBK) 1000-1999: Certificated Personnel Salaries Supplemental \$1,760  1.5.b Extra-Curricular Sports Coaches & Athletic Director (1530-1000-1130/2130/3xxx-SG01) 1000-1999: Certificated Personnel Salaries Supplemental \$22,756  1.5.c Community Art/Mural/Garden Project (1130-1000-4310-SG01) 4000-	1.5.a Yearbook Advisor (1110-1000-1130-YRBK) 1000-1999: Certificated Personnel Salaries Supplemental \$0  1.5.b Extra-Curricular Sports Coaches & Athletic Director (1530-1000-1130/2130/3xxx-SG01) 1000-1999: Certificated Personnel Salaries Supplemental \$9729  1.5.c Community Art/Mural/Garden Project (1130-1000-4310-SG01) 4000-

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	4999: Books And Supplies Supplemental \$1,500  1.5.d Music Instructor (1510-1000-5830-SG01) 5800: Professional/Consulting Services And Operating Expenditures Base \$2,500  1.5 e Supplies for Multiple Enrichment Activities and Programs (1110-1000-4310-BG01) 4000-4999: Books And Supplies Base \$6,500	4999: Books And Supplies Supplemental \$0  1.5.d Music Instructor (1510-1000-5830-SG01) 5800: Professional/Consulting Services And Operating Expenditures Base \$0  1.5 e Supplies for Multiple Enrichment Activities and Programs (1110-1000-4310-BG01) 4000-4999: Books And Supplies Base \$183
1.6 Continue placement parent/student conferences for appropriate placement in core subjects.	1.6.a Teacher Hourly Rate - 2.5 Hrs x 10 Emp for Orientation Event + 7 Additional Hrs for Individual Orientation Meetings (1110-1000-1130-BG01) 1000-1999: Certificated Personnel Salaries Base \$1,300	1.6.a Teacher Hourly Rate - 2.5 Hrs x 10 Emp for Orientation Event + 7 Additional Hrs for Individual Orientation Meetings (1110-1000-1130-BG01) 1000-1999: Certificated Personnel Salaries Base \$0
1.7 Continue to maintain and provide facilities and design classroom spaces to promote positive school culture and promote greater collaboration, creative expression and project-based learning.	1.7.a Classroom Furniture and Equipment (1110-1000-4310-FURN) 4000-4999: Books And Supplies Base \$14,000  1.7.b Repair and Maintenance (0000-8110-5630-0000) 5800: Professional/Consulting Services And Operating Expenditures Base \$10,000  1.7.c Maintenance Supplies (0000-8110-4380-0000) 4000-4999: Books And Supplies Base \$5,000	1.7.a Classroom Furniture and Equipment (1110-1000-4310-FURN) 4000-4999: Books And Supplies Base \$0  1.7.b Repair and Maintenance (0000-8110-5630-0000) 5800: Professional/Consulting Services And Operating Expenditures Base \$11679  1.7.c Maintenance Supplies (0000-8110-4380-0000) 4000-4999: Books And Supplies Base \$4792

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.8 Provide social-emotional and behavioral intervention to support students in developing self-regulation strategies and positive social relationships.	1.8.a Training / Professional Development Registration and Other Costs for Certificated and Classified Staff (1110-1000-5202-BGPD) 5000-5999: Services And Other Operating Expenditures Base \$1,500  1.8.b Counselor (3110--5830-SG01) 5000-5999: Services And Other Operating Expenditures Supplemental \$25,000	1.8.a Training / Professional Development Registration and Other Costs for Certificated and Classified Staff (1110-1000-5202-BGPD) 5000-5999: Services And Other Operating Expenditures Base \$0  1.8.b Counselor (0000-1110-3110-5830-SG01) 5000-5999: Services And Other Operating Expenditures Supplemental \$14139
1.9 Provide Student Attendance Mediation services	1.9.a SAM Program (1110-1000-5830-SG01) Only expensed if used 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0	1.9.a SAM Program (1110-1000-5830-SG01) Only expensed if used 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0
1.10 Provide before school, recess and after school student supervision	1.10.a Yard Supervision (1110-1000-2100-0000) 2000-2999: Classified Personnel Salaries Base \$37,700	1.10.a Yard Supervision (1110-1000-2100-0000) 2000-2999: Classified Personnel Salaries Base \$25766

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented except activities that could not be implemented due to COVID-19 such as athletics, fieldtrips, conferences, etc...

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### Success:

- 100% of our teachers are appropriately assigned and credentialed in 2019-2020
- 100% of students have instructional materials in 2019-2020

- 10% increase of 7th/8th grade students feeling teachers make an effort to know them
- 10% increase of 7th and 8th graders feeling they are a valued member in their school community
- Greater than 95% attendance rates

Challenges:

- Identifying the direct impacts of COVID-19 in a virtual environment has proven to be very challenging.



## Goal 2

Implement teaching practices that support students in the achievement of the California Common Core Standards and the District's Student Outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> # of teachers who have participated in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning</p> <p><b>19-20</b> 8 of 8 teachers</p> <p><b>Baseline</b> 8 of 8 POCS teachers participated in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning.</p>	
<p><b>Metric/Indicator</b></p>	

Expected	Actual
<p># of classrooms with evidence of classroom practices related to the CCSS and the District's Student Outcomes (student work products, lessons/units, rubrics developed).</p> <p><b>19-20</b> 8 of 8 classrooms</p> <p><b>Baseline</b> 8 of 8 classrooms</p>	
<p><b>Metric/Indicator</b></p> <p>Teacher feedback on professional learning opportunities offered.</p> <p><b>19-20</b> Teachers provide feedback on 100% of professional learning opportunities offered. Teacher feedback on all professional learning is a minimum of 4 out of 5.</p> <p><b>Baseline</b> Teachers provided feedback on 100% of professional learning opportunities offered. Teacher feedback on all professional learning was a minimum of 4 out of 5.</p>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1 Provide collaboration time for developing: History, NGSS, Units of Study and Lesson Development, Math, Literacy, PBL, performance tasks, assessments, rubrics and evidence of learning.</p>	<p>2.1 Collaboration for teams and departments to develop rubrics and performance tasks aligned with CCS and District Student Outcomes (shortened Wednesdays) 1000-1999:</p>	<p>2.1 Collaboration for teams and departments to develop rubrics and performance tasks aligned with CCS and District Student Outcomes (shortened Wednesdays) 1000-1999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Certificated Personnel Salaries Base See 1.3.b	Certificated Personnel Salaries Base See 1.3.b
2.2 Continue to provide professional development to support implementation of Social-Emotional Learning curriculum.	<p>2.2. Professional development to support on-going implementation of Cyberbully prevention/No Bully/Restorative Practices for staff and students (1110-1000-5202/5830-BG02) 5000-5999: Services And Other Operating Expenditures Base \$2,500</p> <p>2.3. Professional development to support implementation of Suicide Prevention for administrator and counselor (0000-2700-5202-BG02-admin) (3110-1110-5202-BG02-counselor) 5000-5999: Services And Other Operating Expenditures Base \$500</p>	<p>2.2. Professional development to support on-going implementation of Cyberbully prevention/No Bully/Restorative Practices for staff and students (1110-1000-5202/5830-BG02) 5000-5999: Services And Other Operating Expenditures Base \$0</p> <p>2.3. Professional development to support implementation of Suicide Prevention for administrator and counselor (0000-2700-5202-BG02-admin) (1110-3110-5202-BG02-counselor) 5000-5999: Services And Other Operating Expenditures Base \$0</p>
2.3 Provide professional development opportunities focused on instructional practices aligned with California Content Standards and District Student Outcomes, such as writing, PBL, technology, math for certificated and support staff.	<p>2.3.a SCOE and other workshops for certificated and classified staff (1110-1000-5202/5830-SGPD) (1460-1000-5830-000-BG02) 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000</p> <p>2.3.b Voluntary Professional Development Days (1110-1000-1130-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental \$3,575</p> <p>2.3.c Substitute costs (1110-1000-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental \$500</p>	<p>2.3.a SCOE and other workshops for certificated and classified staff (1110-1000-5202/5830-SGPD) (1460-1000-5830-000-BG02) 5000-5999: Services And Other Operating Expenditures Supplemental \$0</p> <p>2.3.b Voluntary Professional Development Days (1110-1000-1130-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>2.3.c Substitute costs (1110-1000-1149-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental \$0</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	2.3.d Professional Development - Momentum in Teaching Writing (7510-1110-1000-5830-0000) 5000-5999: Services And Other Operating Expenditures Other \$2,000	2.3.d Professional Development - Momentum in Teaching Writing (7510-1110-1000-5830-0000) 5000-5999: Services And Other Operating Expenditures Other \$5500
2.4 Continue development of 7/8 Math Curriculum and Assessments.	<p>2.4.a Collaboration time for units of study and assessments development - math (1460-1000-1130-BG02) 1000-1999: Certificated Personnel Salaries Base \$1,000</p> <p>2.4.b Substitute costs (1460-1000-1149-BG02) 1000-1999: Certificated Personnel Salaries Base \$500</p> <p>2.4.c Consultant time (SCOE) for units of student and assessments development - math (1460-1000-5830-BG02) 5800: Professional/Consulting Services And Operating Expenditures Base \$1,200</p>	<p>2.4.a Collaboration time for units of study and assessments development - math (1460-1000-1130-BG02) 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>2.4.b Substitute costs (1460-1000-1149-BG02) 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>2.4.c Consultant time (SCOE) for units of student and assessments development - math (1460-1000-5830-BG02) 5800: Professional/Consulting Services And Operating Expenditures Base \$0</p>
2.5 Professional development to support providing designated and integrated ELD and to identify and implement a core set of practices.	<p>2.5.a Collaboration time for ELD assessment (4760-1000-1130-SG02) 1000-1999: Certificated Personnel Salaries Base See 1.3.b</p> <p>2.5.b Professional development for ELL strategies (SCOE) (4760-1000-5202-SGPD) 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000</p>	<p>2.5.a Collaboration time for ELD assessment (4760-1000-1130-SG02) 1000-1999: Certificated Personnel Salaries Base See 1.3.b</p> <p>2.5.b Professional development for ELL strategies (SCOE) (4760-1000-5202-SGPD) 5000-5999: Services And Other Operating Expenditures Supplemental \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.6 Professional development for targeted instruction to build proficiency in California Content Standards and MTSS support for students who need academic intervention	2.6. Professional Development workshops Re: Intervention Strategies for certificated and classified staff (1110-1000-5202-SGPD) 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500	2.6. Professional Development workshops Re: Intervention Strategies for certificated and classified staff (1110-1000-5202-SGPD) 5000-5999: Services And Other Operating Expenditures Supplemental \$0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the Actions/Services were implemented except additional Professional Development and conferences due to COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### Successes

- 100% of classrooms show evidence of core instructional practices aligned to the California Common Core Standards and the District's Student Outcomes.
- Shortened Wednesdays and additional professional development days helped teachers implement teaching practices that support students in the achievement of the California Common Core Standards and the District's Student Outcomes

### Challenges

- Identifying the direct impacts of COVID-19 in a virtual environment has proven to be very challenging.

### Goal 3

All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

#### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            ELA Academic Indicator            (CAASPP 7,8)</p> <p>Status:            Change:            Performance Color:</p> <p><b>19-20</b>            2018-2019 Dashboard Data-Goal</p> <p>11 points below standard            Increased 3 Points            Yellow</p>	

Expected	Actual
<p><b>Baseline</b> 2016-2017 Dashboard Data</p> <p>13 points below standard Declined 16 point Orange</p>	
<p><b>Metric/Indicator</b> ELA Academic Indicator (CAASPP 7,8)</p> <p>Number of Subgroups in Red or Orange</p> <p><b>19-20</b> 2018-2019 Dashboard Data-Goal</p> <p>3</p> <p><b>Baseline</b> 2016-2017 Dashboard Data</p> <p>3 (EL, Hispanic, SED)</p>	
<p><b>Metric/Indicator</b> Math Academic Indicator</p>	

Expected	Actual
<p>(CAASPP 7,8)</p> <p>Status: Change: Performance Color:</p> <p><b>19-20</b> 2018-2019 Dashboard Data-Goal</p> <p>50 points below standard Increased 3 Points Yellow</p> <p><b>Baseline</b> 2016-2017 Dashboard Data</p> <p>54 points below standard Increased 2 points Orange</p>	
<p><b>Metric/Indicator</b> Math Academic Indicator (CAASPP 7,8)</p> <p>Number of Subgroups in Red or Orange:</p> <p><b>19-20</b> 2018-2019 Dashboard Data-Goal</p>	



Expected	Actual
<p>2</p> <p><b>Baseline</b> 2016-2017 Dashboard Data</p> <p>1 (White)</p>	
<p><b>Metric/Indicator</b> English Learner Indicator</p> <p><b>19-20</b> TBD</p> <p><b>Baseline</b> 2015: 83% 2016: 100% 2017:98%</p>	
<p><b>Metric/Indicator</b> Physical Fitness Test (7th): HFZ - Healthy Fitness Zone:</p> <p>Aerobic Capacity Body Composition</p> <p><b>19-20</b> 2018-2019 Goal</p> <p>72% 68%</p> <p><b>Baseline</b> 2015-2016 Data</p>	

Expected	Actual
72% 70%	
<b>Metric/Indicator</b> Broad Course of Study  <b>19-20</b> 100%  <b>Baseline</b> 100%	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Assess student progress toward mastery of content standards and District Student Outcomes.	3.1 Benchmark subscriptions - STAR Renaissance, Illuminate (1110-1000-5840-BG03) 5800: Professional/Consulting Services And Operating Expenditures Base \$2,500	3.1 Benchmark subscriptions - STAR Renaissance, Illuminate (1110-1000-5840-BG03) 5800: Professional/Consulting Services And Operating Expenditures Base \$0
3.2 Provide students with project-based learning opportunities aligned to NGSS, CCS and instruction in developing literacy, numeracy, media literacy, research and digital citizenship skills.	3.2.a Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.3.b  3.2.b Supplies and materials, printer ink (1110-1000-4310-0000) 4000-4999: Books And Supplies Other \$550  3.2.c WeVideo video editing tool annual subscription (1110-1000-5830-SG03) 5000-5999: Services And Other Operating Expenditures Supplemental \$500	3.2.a Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.3.b  3.2.b Supplies and materials, printer ink (1110-1000-4310-0000) 4000-4999: Books And Supplies Other \$630  3.2.c WeVideo video editing tool annual subscription (1110-1000-5830-SG03) 5000-5999: Services And Other Operating Expenditures Supplemental \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3.2.d Math instructional resources for Math Program development (6300-1460-1000-4110-0000) 4000-4999: Books And Supplies Other \$8,148	3.2.d Math instructional resources for Math Program development (6300-1460-1000-4110-0000) 4000-4999: Books And Supplies Other \$0
3.3 Provide tiers of support for academic intervention during the school day.	3.3.a Director of Special Education (.80 FTE district-wide) POCS Share (1110-1000-5830-BG03) 1000-1999: Certificated Personnel Salaries Supplemental \$3,300  3.3.b Program Assistants for three academic support classes (1110-1000-2100-SG03) 2000-2999: Classified Personnel Salaries Supplemental \$100,000	3.3.a Director of Special Education (.80 FTE district-wide) POCS Share (1110-1000-5830-BG03) 1000-1999: Certificated Personnel Salaries Supplemental \$3,300  3.3.b Program Assistants for three academic support classes (1110-1000-2100-SG03) 2000-2999: Classified Personnel Salaries Supplemental \$68198
3.4 Provide designated and integrated ELD to support English Language Learners	3.4 ELD Assistant (4203-4760-1000-2100) 2000-2999: Classified Personnel Salaries Title III \$4,835  3.4 b ELD Instructional Materials (4760-1000-4310-SG03) 4000-4999: Books And Supplies Supplemental \$300	3.4 ELD Assistant (4203-4760-1000-2100-0000) 2000-2999: Classified Personnel Salaries Title III \$0  3.4 b ELD Instructional Materials (0000-4760-1000-4310-SG03) 4000-4999: Books And Supplies Supplemental \$0
3.5 Provide arts education for students to develop communication, creativity, and critical thinking skills	3.5.b Highly Qualified Classroom Teachers & Enrichment Class Teacher 1000-1999: Certificated Personnel Salaries Base See 1.3.b	3.5.b Highly Qualified Classroom Teachers & Enrichment Class Teacher 1000-1999: Certificated Personnel Salaries Base See 1.3.b
3.6 Provide students with instruction to develop motor skills/physical fitness	3.6 PE Instructor 2000-2999: Classified Personnel Salaries Base \$39,500	3.6 PE Instructor (1530-1000-2100-0000) 2000-2999: Classified Personnel Salaries Base \$31535

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>3.7 Continue academic support for students with disabilities to access a rigorous curriculum aligned with California Content Standards and District Student Outcomes</p>	<p>3.7.a Director of Special Education (.80 FTE district-wide) Paid by Sponsoring District 1000-1999: Certificated Personnel Salaries Special Education Paid by District</p> <p>3.7.b RSP Teacher Paid by Sponsoring District 1000-1999: Certificated Personnel Salaries Special Education Paid by District</p> <p>3.7.c RSP Specialized Assistant I Paid by Sponsoring District 2000-2999: Classified Personnel Salaries Special Education Paid by District</p> <p>3.7.d POCS Share of Special Ed Encroachment (0000-1110-1000-5880-SPED) 5800: Professional/Consulting Services And Operating Expenditures Base \$20,000</p>	<p>3.7.a Director of Special Education (.80 FTE district-wide) Paid by Sponsoring District 1000-1999: Certificated Personnel Salaries Special Education Paid by District</p> <p>3.7.b RSP Teacher Paid by Sponsoring District 1000-1999: Certificated Personnel Salaries Special Education Paid by District</p> <p>3.7.c RSP Specialized Assistant I Paid by Sponsoring District 2000-2999: Classified Personnel Salaries Special Education Paid by District</p> <p>3.7.d POCS Share of Special Ed Encroachment (0000-1110-1000-5880-SPED) 5800: Professional/Consulting Services And Operating Expenditures Base \$20,000</p>
<p>3.8 Provide career exploration classes for college and career readiness</p>	<p>3.8.a Bus for field trip (1110-1000-5806-FT03) 5000-5999: Services And Other Operating Expenditures Base See 1.2.a</p> <p>3.8.b Teacher Time (1110-1000-1130-0000) 1000-1999: Certificated Personnel Salaries Base \$1,800</p>	<p>3.8.a Bus for field trip (1110-1000-5806-FT03) 5000-5999: Services And Other Operating Expenditures Base See 1.2.a</p> <p>3.8.b Teacher Time (1110-1000-1130-0000) 1000-1999: Certificated Personnel Salaries Base \$1062</p>
<p>3.9 Provide augmented instructional time for students who need additional academic support in ELA and Math (before, during, and after school)</p>	<p>3.9.a Teacher hourly rate to supervise and monitor before and after school classes (1110-1000-1130-SG03) 1000-1999:</p>	<p>3.9.a Teacher hourly rate to supervise and monitor before and after school classes (1110-1000-1130-SG03) 1000-1999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Certificated Personnel Salaries Supplemental \$1,200  3.9.b Highly Qualified Teachers for Academic Support Classes 1000-1999: Certificated Personnel Salaries Base See 1.3.b  3.9.b Program Assistants 3 x 50 min x 4 days (1110-1000-2100-SG03) 2000-2999: Classified Personnel Salaries Supplemental \$2,456	Certificated Personnel Salaries Supplemental \$338  3.9.b Highly Qualified Teachers for Academic Support Classes 1000-1999: Certificated Personnel Salaries Base See 1.3.b  3.9.b Program Assistants 3 x 50 min x 4 days (1110-1000-2100-SG03) 2000-2999: Classified Personnel Salaries Supplemental \$68,198

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the Actions/Services were implemented except hourly after school support and school activities that had to be put on hold due to COVID-19..

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### Successes

- 100% of our teachers are appropriately assigned and credentialed in 2019-2020
- Successful implementation of 2nd year of math curriculum

### Challenges

- Identifying the direct impacts of COVID-19 in a virtual environment has proven to be very challenging.

## Goal 4

Improve parent engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> % attendance at Parent Meetings</p> <p><b>19-20</b> 55%</p> <p><b>Baseline</b> 21%</p>	
<p><b>Metric/Indicator</b> % of Parent volunteers</p> <p><b>19-20</b> &gt;50%</p> <p><b>Baseline</b> 62%</p>	
<p><b>Metric/Indicator</b> # Parent participation hours</p> <p><b>19-20</b></p>	

Expected	Actual
1500  <b>Baseline</b> 1585 hours	
<b>Metric/Indicator</b> Event Attendees  <b>19-20</b> 2000+  <b>Baseline</b> Baseline 18-19 Data: 2100	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1 Use a variety of communication platforms to engage to parents such as newsletters, email, call notification, regularly scheduled meetings, LCAP infographics, student performances and exhibitions.	4.1.a Annual subscriptions- Weebly, Bright Arrow, newsletter (1110-1000-5840-BG04) 5800: Professional/Consulting Services And Operating Expenditures Base \$1,000  4.1.b Annual subscription for report card platform (Illuminate) (1110-1000-5840-BG04) 5800: Professional/Consulting Services And Operating Expenditures Base See 4.1.a  4.1.c Involve parents/community in events - equipment/supplies (0000-1110-1000-4390-0000) 4000-4999: Books And Supplies LCFF Base \$2,000	4.1.a Annual subscriptions- Weebly, Bright Arrow, newsletter (1110-1000-5840-BG04) 5800: Professional/Consulting Services And Operating Expenditures Base \$0  4.1.b Annual subscription for report card platform (Illuminate) (1110-1000-5840-BG04) 5800: Professional/Consulting Services And Operating Expenditures Base See 4.1.a  4.1.c Involve parents/community in events - equipment/supplies (0000-1110-1000-4390-0000) 4000-4999: Books And Supplies LCFF Base \$1369
4.2 Continue parent/student conferences for appropriate and balanced placement in core subjects	4.2 Teacher time included in regular salaries 1000-1999:	4.2 Teacher time included in regular salaries 1000-1999:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Certificated Personnel Salaries Base See 1.3	Certificated Personnel Salaries Base See 1.3
4.3 Continue to provide Parent Education in Math, Literacy, and Social-Emotional curriculum	4.3 Teacher time included in salaries 1000-1999: Certificated Personnel Salaries Supplemental See 1.3.b	4.3 Teacher time included in salaries 1000-1999: Certificated Personnel Salaries Supplemental See 1.3.b
4.4 Provide additional support and resources to implement ELAC parent education and expand information available in Spanish	4.4 Outreach Worker (4760-1000-2100-SG04) 2000-2999: Classified Personnel Salaries Supplemental \$7,038	4.4 Outreach Worker (4760-1000-2100-SG04) 2000-2999: Classified Personnel Salaries Supplemental \$3386
4.5 Provide parent English classes 2x/week for parents of English Learners	4.5.a CBET Instructor - Paid by Sponsoring District 5000-5999: Services And Other Operating Expenditures Supplemental Paid by District  4.5.b Outreach worker - translation 2000-2999: Classified Personnel Salaries Supplemental See 4.4	4.5.a CBET Instructor - Paid by Sponsoring District 5000-5999: Services And Other Operating Expenditures Supplemental Paid by District  4.5.b Outreach worker - translation 2000-2999: Classified Personnel Salaries Supplemental See 4.4

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the Actions/Services were implemented except certain annual subscriptions due to a new SIS.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### Successes

- Outreach Worker
- 30% increase in parent attending meetings
- Virtual events well attended by families



## Challenges

- 10% decrease in parent volunteers due to COVID-19
- Identifying the direct impacts of COVID-19 in a virtual environment has proven to be very challenging

# Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:  
Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
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## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
MERV-13 filtration	10,400	10355	No
Personal Protective Equipment for staff and students	9,700	9953	No
Plexiglass dividers	400	735	No
Cleaning and Sanitization Equipment and Supplies	7,500	8005	No
Portable hand washing stations	900	1000	No
Temperature reading equipment	5,000	500	No
Safety signage	1,000	1629	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

All of the Actions/Services were implemented for in-person instruction.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Successes

- Our COVID-19 Safety Plan was approved by the Sonoma County Department of Public Health
- We opened for in person instruction on May 17th, 2021.

## Challenges

- Constantly changing guidelines
- Logistical challenges
- Students having multiple teachers while adhering to cohort guidelines

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Educational software and equipment to support Virtual Learning	8,800	8850	No
Technology Devices - Chromebooks, Chromebook covers, and I-Pads for students	57,700	40192	No
Hot Spots for students	3,050	6188	No
Zoom to allow for synchronous teaching and learning	2,300	3146	No
Website development to serve as primary source of information, foster contentedness, and provide tools for staff, parents, and students	1,200	2000	No
Aeries Software Suite, Aeries Professional Development, Aeries Enrollment	4,500	4863	No
Professional development	3,200	3000	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All of the Actions/Services were implemented for distance learning program.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

- Success: We provided daily live interaction to all students and we provided various online resources to facilitate learning online.
- Challenge: Engaging students online was a challenge.

#### Access to Devices and Connectivity

- Success: All students were provided a device to engage in distance learning.
- Challenge: At the beginning of distance learning there were a lot of technology issues to figure out and a learning curve for students, parents and teachers that was overcome. In addition, throughout the year there were various technology issues that had to be handled.

#### Pupil Participation and Progress

- Success: We developed a student of concern list that both teachers and principals contributed to and notified parents if students were not completing work or at risk of not meeting academic standards, we recorded daily participation of each student, time value met the number of instructional minutes required.
- Challenge: Developing and implementing taking attendance and communicating with student of concern families. Some students were unresponsive to phone calls and emails and school outreach.

#### Distance Learning Professional Development,

- Success: We provided professional development or collaboration time to help navigate and improve distance learning practices.
- Challenge: The stress of the situation made it challenging to process and implement professional development opportunities. The sudden onset of COVID-19 required a quick pivot in direction for professional development goal and substantial overall of our professional development plan.

#### Staff Roles and Responsibilities

- Success: Each teacher developed an online presence to communicate daily lessons and resources for distance learning. Program assistants assisted teachers with small groups instruction on zoom.
- Challenges: Overall transition to a virtual environment for all staff members.

#### Support for Pupils with Unique Needs.

- Success: English learners were provided synchronous and asynchronous instruction as well as additional support through small group instruction, Special Education services continued to be provided virtually to students according to their IEP,
- Challenge: Providing special education services for some students was challenging.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1:1 tutoring (goal1660)	10,500	0	No
Student learning materials for Virtual Learning	4,200	500	No
Communication devices for staff to connect to families and students	460	500	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

All of the Actions/Services were implemented except 1:1 tutoring due to program assistants supporting students in the classroom within small groups instead..

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

### Identifying learning loss

- Successes:
  - We routinely used formative assessments throughout the year to identify learning loss.
  - In Spring 2021, all students took STAR reading and math test to identify learning loss.
- Challenges:
  - Conducting formative assessments and summative assessments in the virtual learning environment.
  - Ensuring that the majority of students were assessed in STAR Reading and Math.

### Strategies

#### Successes:

- Utilizing differentiation to provide additional support to students through small group instruction.
- Providing individual student support during office hours and tutorial five days a week.

Effectiveness (April/May 2021)

- Math: 7th grade has 55%, 8th grade has 67% of students at or above benchmark for the district.
- Reading: 7th grade has 36%, 8th grade has 43% of students at or above benchmark for the district.



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

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

### Successes

- Implementation of MTSS
- Implementation of Social-emotional learning in the classroom (Restorative Circles and Community Circles)
- Counseling sessions were provided to students as needed in various ways.
- Friendship groups for students to express ideas and feelings in a small, safe, and supportive environment.
- Support Groups for students to help them find success strategies for homework completion and motivation.
- Communication with students and parents to communicate about different issues to help the parent support their child at home.
- In-person learning: individual and small group student support groups to readjust to being on campus, including covid worries, anxiety around peer relationships, and lack of confidence.

### Challenges

- Our community has been faced with unprecedented trauma for the past 5 years (many fires, power shut off days, air quality closure days, floods, and a global pandemic). The importance of mental health and social and emotional well being is incredibly important and at times needs to be prioritized over academics.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

### Successes

- Teachers connected to students via daily live interaction
- Parents were contacted on a regular basis to provide information, direction and resources
- Teachers regularly communicated with parents and guardians regarding academic progress
- When students were not engaged we communicated with families through a student of concern document
- Held over 6 virtual meetings for varying purposes: input, reopening plan, etc.
- Outreach Worker helped communicate with families and translate meetings, communication, etc.
- Launched Parentsquare communication app that teachers, staff, principals and district office used to consistently communicate
- Launched Aeries Parent Portal for parents to view student grades, report cards, and other school information
- Conducted surveys through google forms for feedback and input

Challenges:

- Communicating with student of concern families
- Constantly communicating with changing guidelines

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes

- Sent Parentsquare messages weekly about grab and go meals and updates on nutrition information
- Provided grab and go meals to all students via drive through pick-up (from March 2019-June 2021)
- Provided breakfast and lunch to all students in hybrid learning model (April 2021-June 2021)

Challenges

- Obtaining free and reduced lunch applications since all meals were free for students this year.
- Families remembering to collect their grab and go lunches each week.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Additional Counseling Services to Promote Mental Health and Social/Emotional Wellbeing of Students: COUNSELOR	9,600	22587	No
Pupil Engagement and Outreach	Improved Communication with EL Students/Families POCS acquired "ParentSquare" (an AERIES product) which translates all outgoing and incoming messages to facilitate effective communication during virtual learning efforts. This has allowed us to provide significantly improved support for our Spanish speaking families. The program was on-boarded in fall 2020, specifically to augment the Virtual Learning experience of English Learners and to better support their families.	1,200	1359	No
Distance Learning Program (Supports for Pupils with Unique Needs)	"Comfort Bags" for Homeless, Foster, Low Income Students 40 duffel bags were made available for homeless, foster, low income and struggling students. Distributed the first week of September 2020 out of Schaefer Elementary, these bags contained toiletries (shampoo, soap, toothbrush and toothpaste), a blanket, books, games/puzzles, coloring books and stuffed animals/toys.	500	500	No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program	Materials and equipment for teachers to work effectively in Virtual Learning	12,000	13000	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures except additional services spent on counseling to support and promote the mental health and social/emotional wellbeing of students.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

A district Learning Loss Recovery Committee was created with all district stakeholders and convened to assess the lessons learned from in-person and distance learning programs in 2020-2021. This provided us with notes on success and challenges as well as highlight the essential next steps of the district through our targeted LCAP goals. For example, our LCAP Goal 2: Well-Being-Support the social-emotional and physical well-being of all and recognize each person’s inherent value. It became apparent in the meeting to focus on promoting mental health and social/emotional wellbeing of students in our school. In addition, our LCAP Goal 1: Learning Experiences-Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement. The committee discussed focusing on academic support and achievement through targeted instruction and responsive teaching for EL students, low-income students and at-risk students (students who were impacted by COVID-19). This goal will be monitored using measurable outcomes specific to EL students, low-income students and at-risk students (students who were impacted by COVID-19).

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will be addressed through targeted instruction and responsive teaching based on common formative and summative district assessments. All metrics in Goal 1 will be monitored and reported on during the annual update cycle. These metrics assess pupil learning loss/ learning acceleration.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement except additional services spent on counseling to support and promote the mental health and social/emotional wellbeing of students.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

A district Learning Loss Recovery Committee was created with all district stakeholders and convened to analyze and reflect on the past two years. This provided us with notes on success and challenges as well as highlight the essential next steps of the district through our targeted LCAP goals. For example, our LCAP Goal 2: Well-Being-Support the social-emotional and physical well-being of all and recognize each person's inherent value. It became apparent in the meeting to focus on promoting mental health and social/emotional wellbeing of students in our school. In addition, our LCAP Goal 1: Learning Experiences-Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement. The committee discussed focusing on academic support and achievement through targeted instruction and responsive teaching for EL students, low-income students and at-risk students (students who were impacted by COVID-19). All of our goals will continually be monitored using measurable outcomes specific to EL students, low-income students and at-risk students (students who were impacted by COVID-19).

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,



- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,460,427.00	1,261,926.00
Base	1,244,187.00	1,086,369.00
LCFF Base	2,000.00	1,369.00
Other	28,698.00	6,130.00
Supplemental	180,707.00	168,058.00
Title III	4,835.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	1,460,427.00	1,261,926.00
1000-1999: Certificated Personnel Salaries	1,119,378.00	993,712.00
2000-2999: Classified Personnel Salaries	196,351.00	197,083.00
4000-4999: Books And Supplies	48,298.00	16,730.00
5000-5999: Services And Other Operating Expenditures	55,000.00	19,639.00
5800: Professional/Consulting Services And Operating Expenditures	41,400.00	34,762.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	1,460,427.00	1,261,926.00
1000-1999: Certificated Personnel Salaries	Base	1,086,287.00	980,345.00
1000-1999: Certificated Personnel Salaries	Supplemental	33,091.00	13,367.00
2000-2999: Classified Personnel Salaries	Base	77,200.00	57,301.00
2000-2999: Classified Personnel Salaries	Supplemental	114,316.00	139,782.00
2000-2999: Classified Personnel Salaries	Title III	4,835.00	0.00
4000-4999: Books And Supplies	Base	35,500.00	14,731.00
4000-4999: Books And Supplies	LCFF Base	2,000.00	1,369.00
4000-4999: Books And Supplies	Other	8,698.00	630.00
4000-4999: Books And Supplies	Supplemental	2,100.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	5,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	20,000.00	5,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental	30,000.00	14,139.00
5800: Professional/Consulting Services And Operating Expenditures	Base	40,200.00	33,992.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	1,200.00	770.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	1,249,025.00	1,058,410.00
<b>Goal 2</b>	16,275.00	5,500.00
<b>Goal 3</b>	185,089.00	193,261.00
<b>Goal 4</b>	10,038.00	4,755.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$34,900.00	\$32,177.00
Distance Learning Program	\$80,750.00	\$68,239.00
Pupil Learning Loss	\$15,160.00	\$1,000.00
Additional Actions and Plan Requirements	\$23,300.00	\$37,446.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$154,110.00</b>	<b>\$138,862.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$34,900.00	\$32,177.00
Distance Learning Program	\$80,750.00	\$68,239.00
Pupil Learning Loss	\$15,160.00	\$1,000.00
Additional Actions and Plan Requirements	\$23,300.00	\$37,446.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$154,110.00</b>	<b>\$138,862.00</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>		



## Agenda Item Summary

Action Item: **8.7 Approval of the 2019-20 and 2020-21 Annual Update for the Northwest Prep Charter School**

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Special Meeting of: June 16, 2021      Action Item      Report Format: **Oral**

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Attachment:      **Local Control Accountability Plan**

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**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 annual update includes an analysis of its goals, measurable outcomes and actions and services from the 201-20 Local Control and Accountability Plan (LCAP) and 2020-21 Learning Continuity Plan (LCP).

### **Fiscal Impact**

None at this time

### **Recommendation**

Approve update



# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Northwest Prep-Piner-Olivet Union School District	Adam Napoleon Principal	anapoleon@pousd.org 707-522-3320

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).





Expected	Actual
<b>Baseline</b> 85.1%	
<b>Metric/Indicator</b> % of students feel accepted for who they are at school  <b>19-20</b> NA-question no longer available  <b>Baseline</b> 78%	
<b>Metric/Indicator</b> % of students feel that teachers respect students  <b>19-20</b> 87%  <b>Baseline</b> 79%	
<b>Metric/Indicator</b> % of students feel adults at the school listen to student suggestions and allow for free expression of ideas  <b>19-20</b> 73%  <b>Baseline</b> 73%	
<b>Metric/Indicator</b> % of students feel teachers believe in me and want me to be successful  <b>19-20</b> 81%  <b>Baseline</b> 75%	
<b>Metric/Indicator</b>	

Expected	Actual
<p>% of students feel teachers recognize students who are kind and helpful</p> <p><b>19-20</b> 65%</p> <p><b>Baseline</b> 80.9%</p>	
<p><b>Metric/Indicator</b> % of students say they want to do their best at school</p> <p><b>19-20</b> 75%</p> <p><b>Baseline</b> 91%</p>	
<p><b>Metric/Indicator</b> % of students believe that they will be successful</p> <p><b>19-20</b> 80%</p> <p><b>Baseline</b> 79.4%</p>	
<p><b>Metric/Indicator</b> My Voice Survey-Parent % of parents who believe students are encouraged to practice good citizenship</p> <p><b>19-20</b> &gt;95%</p> <p><b>Baseline</b> 85%</p>	
<p><b>Metric/Indicator</b> % of parents who believe teachers recognize kind and helpful students</p> <p><b>19-20</b></p>	

Expected	Actual
<p>&gt;95%</p> <p><b>Baseline</b> 81%</p>	
<p><b>Metric/Indicator</b> California Healthy Kids Survey Relationship with Caring Adults (7th)</p> <p><b>19-20</b> 45%+</p> <p><b>Baseline</b> NA</p>	
<p><b>Metric/Indicator</b> Relationship with Caring Adults (9th)</p> <p><b>19-20</b> 45%+</p> <p><b>Baseline</b> NA</p>	
<p><b>Metric/Indicator</b> Feel very safe at school (7th)</p> <p><b>19-20</b> 80%+</p> <p><b>Baseline</b> NA</p>	
<p><b>Metric/Indicator</b> Feel very safe at school (9th)</p> <p><b>19-20</b> 90%+</p> <p><b>Baseline</b> NA</p>	
<p><b>Metric/Indicator</b></p>	

Expected	Actual
Enrollment <b>19-20</b> 115 <b>Baseline</b> 116	
<b>Metric/Indicator</b> Attendance Rate (as of April) <b>19-20</b> 95%+ <b>Baseline</b> NA	
<b>Metric/Indicator</b> Truancy Rate <b>19-20</b> <6% <b>Baseline</b> NA	
<b>Metric/Indicator</b> Expulsion Rate <b>19-20</b> <1% <b>Baseline</b> 0%	
<b>Metric/Indicator</b> FIT Survey <b>19-20</b> Exemplary <b>Baseline</b> Exemplary	



Expected	Actual
<p><b>Metric/Indicator</b> Williams Complaints</p> <p><b>19-20</b> 0</p> <p><b>Baseline</b> 0</p>	
<p><b>Metric/Indicator</b> Appropriately assigned and credentialed teachers</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	
<p><b>Metric/Indicator</b> Chronic Absenteeism</p> <p><b>19-20</b> 18-19 Goal: Status: 10% Change: decrease 1% Performance Color: Yellow</p> <p>April of 19-20: 10%</p> <p><b>Baseline</b> Dashboard Data: NA</p>	
<p><b>Metric/Indicator</b> Suspension Rate</p> <p><b>19-20</b> 17-18 Dashboard Data Status: 8.8% Change: increase 2.3% Performance Color: Orange</p>	

Expected	Actual
<p>April of 18-19: 3%</p> <p><b>Baseline</b> Dashboard Data: NA</p>	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 Continue Implementation of social-emotional and academic support by School Counselor via Counseling meetings with students and Crossroads classes.</p>	<p>1.1 Highly qualified counselor appropriately assigned - .40 FTE (3110-1000-1200-SG01) 1000-1999: Certificated Personnel Salaries Supplemental \$56,591</p>	<p>1.1 Highly qualified counselor appropriately assigned - .40 FTE (3110-1200-0000) 1000-1999: Certificated Personnel Salaries Supplemental \$38,188</p>
<p>1.2 Create an environment in which it is expected that every child can and will learn and provide whatever is necessary to support that vision.</p>	<p>1.2.a IT (Integrated Inquiry Team) - across curricular teaching team - Highly Qualified Teachers appropriately assigned (1110-1000-1100) 1000-1999: Certificated Personnel Salaries Base \$329,565</p> <p>1.2.b IT (Integrated Inquiry Team) - across curricular teaching team - Highly Qualified Teachers appropriately assigned - reduced class size - average of 20 students per teacher (1110-1000-1100-SG01) 1000-1999: Certificated Personnel Salaries Supplemental \$81,551</p>	<p>1.2.a IT (Integrated Inquiry Team) - across curricular teaching team - Highly Qualified Teachers appropriately assigned (1110-1000-1100-0000) 1000-1999: Certificated Personnel Salaries Base \$215,523</p> <p>1.2.b IT (Integrated Inquiry Team) - across curricular teaching team - Highly Qualified Teachers appropriately assigned - reduced class size - average of 20 students per teacher (1110-1000-1100-SG01) 1000-1999: Certificated Personnel Salaries Supplemental \$66,690</p>
<p>1.3 Provide in school and after school engagement activities such as interest based electives, sports, arts, clubs, etc.</p>	<p>1.3 Teacher hourly rate (after school activities) (1110-1000-1130-SG01) 1000-1999: Certificated Personnel Salaries Supplemental \$4,884</p>	<p>1.3 Teacher hourly rate (after school activities) (1110-1000-1130-SG01) 1000-1999: Certificated Personnel Salaries Supplemental \$5,400</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
1.4 Facilitate performances, exhibitions, and publication opportunities for students to express their creative endeavors with peers, parents and the community.	1.4 No additional costs 1000-1999: Certificated Personnel Salaries Base See 1.2	1.4 No additional costs 1000-1999: Certificated Personnel Salaries Base See 1.2
1.5 Communicate high expectations through school culture, language and symbols.	1.5 No additional costs 1000-1999: Certificated Personnel Salaries Base See 1.2	1.5 No additional costs 1000-1999: Certificated Personnel Salaries Base See 1.2
1.6 Provide students with leadership opportunities such as peer tutoring and internships	1.6.a School Course Counselor - .10 FTE (1110-3110-1200-SG01) (Part of .40 FTE total for School Counselor) 1000-1999: Certificated Personnel Salaries Supplemental See 1.1	1.6.a School Course Counselor - .10 FTE (1110-3110-1200-SG01) (Part of .40 FTE total for School Counselor) 1000-1999: Certificated Personnel Salaries Supplemental See 1.1
1.7 Provide school facilities that support student engagement and positive school culture.	1.7.a Maintain school facilities and grounds (8110-5830/5630/4380) 5800: Professional/Consulting Services And Operating Expenditures Base \$8,000 1.7.b Custodial Staff (8210-2200) 2000-2999: Classified Personnel Salaries Base 42,000	1.7.a Maintain school facilities and grounds (8110-5830/5630/4380) 5800: Professional/Consulting Services And Operating Expenditures Base \$10,721 1.7.b Custodial Staff (8210-2200) 2000-2999: Classified Personnel Salaries Base \$26,814
1.9 Increase enrollment by doing outreach and marketing presentations at District middle and elementary schools.	1.9 Principal time-.10 FTE (1110-2700-1300) 1000-1999: Certificated Personnel Salaries Base \$8,559	1.9 Principal time-.10 FTE (0000-2700-1300) 1000-1999: Certificated Personnel Salaries Base \$7083
1.10 Arrange for 2 team building and collaboration field trips	1.10 Transportation costs of school buses. (1110-1000-5806-FT01) 5000-5999: Services And Other Operating Expenditures Base \$500	1.10 Transportation costs of school buses. (1110-1000-5806-FT01) 5000-5999: Services And Other Operating Expenditures Base \$802.6
1.11 -Create original videos <ul style="list-style-type: none"> <li>• Narrate and act in project videos</li> <li>• Participate in stage performance/Theater/Improv Club</li> <li>• Produce podcasts</li> <li>• Host Community Meetings</li> </ul>	1.11.a Highly qualified teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.a	1.11.a Highly qualified teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.a

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>Utilize video interactive apps such as Skype</li> <li>Act as school tour guides</li> <li>PR presentations</li> <li>Participate in job shadows</li> <li>Participate in professional internships</li> <li>Participate in peer tutoring program (NWP and POUUSD elementary sites)</li> </ul>	1.11.b Highly qualified teacher appropriately assigned - small class sizes - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b	1.11.b Highly qualified teacher appropriately assigned - small class sizes - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b
1.12 - Continue regular NWP evening Community Forums and Parent Workshops <ul style="list-style-type: none"> <li>Continue student produced events (talent shows, dances, speaking competitions, debates, forums)</li> </ul>	1.12.a Hourly teacher overtime rate (1110-1000-1130-SG01) 1000-1999: Certificated Personnel Salaries Supplemental \$1,203  1.12.b Food/refreshments (1110-1000-4390-SG01) 4000-4999: Books And Supplies Supplemental \$500	1.12.a Hourly teacher overtime rate (1110-1000-1130-SG01) 1000-1999: Certificated Personnel Salaries Supplemental \$5400  1.12.b Food/refreshments (1110-1000-4390-SG01) 4000-4999: Books And Supplies Supplemental \$250
1.13 -Identify all support personnel associated with each foster youth <ul style="list-style-type: none"> <li>Be sure all supporters of foster youth are familiar with built-in supports such as the school website and staff emails</li> <li>Report check-ins and progress reports to all supporters</li> <li>Hold consistent staff check-ins regarding foster youth progress</li> <li>Designate staff point-persons (liaisons) for each foster youth and their support personnel</li> </ul>	1.13 Provide counseling on personal and group basis 1000-1999: Certificated Personnel Salaries Base See 1.1.a	1.13 Provide counseling on personal and group basis 1000-1999: Certificated Personnel Salaries Base See 1.1.a
1.14 -Designate a portion of ipads as overnight "loaners" <ul style="list-style-type: none"> <li>Designate one teacher each morning from 8-9am as the "on duty" IT Study Hall teacher.</li> </ul>	1.14 Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base No Additional costs	1.14 Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base No Additional costs

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### Success:

- Increase of 13% of students feel welcomed at school
- Increase of 8% of students feel teachers respect students
- 14% increase of parents who believe teachers recognize kind and helpful students
- 10% increase parents believing that students are encouraged to practice good citizenship
- 100% of our teachers are appropriately assigned and credentialed in 2019-2020
- 100% of students have instructional materials in 2019-2020

### Challenges:

- 15% decrease of students feeling teacher recognize students who are kind and helpful
- 16% decrease of students say they want to do their best at school
- Identifying the direct impacts of COVID-19 in a virtual environment has proven to be very challenging.

## Goal 2

Implement teaching practices that support students in the achievement of the California Common Core Standards and the District's Student Outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> # of teachers participating in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning.</p> <p>.</p> <p><b>19-20</b> 100% of teachers</p>	

Expected	Actual
<p><b>Baseline</b>  Teachers had opportunities for professional learning and collaborative time together to develop and refine teaching practices that support the California Common Core Standards and the District's Student Outcomes</p> <p>Two teachers participated in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning. Another teacher attended regular Teacher Induction Program sessions to develop and refine teaching practices that support the all students in CCSS ELA, CCSS Math, and Project-Based Learning and District's Student Outcomes. Exhibition presentations, student portfolio work by all students were evidence of academic reading and research, collaborative conversations, writing activities, and math instructional strategies aligned to the Common Core.</p>	
<p><b>Metric/Indicator</b>  Evidence of classroom practices related to the California Common Core Standards and the District's Student Outcomes are evident (student work products, lessons/units, rubrics developed).</p> <p><b>19-20</b>  100% of classrooms</p> <p><b>Baseline</b>  Baseline 17-18 100%</p>	
<p><b>Metric/Indicator</b></p>	

Expected	Actual
<p>% of classrooms demonstrating evidence of close reading, collaborative conversations, writing activities, and math instructional strategies aligned to the Common Core.</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> Two teachers participated in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning. Another teacher attended regular Teacher Induction Program sessions to develop and refine teaching practices that support the all students in CCSS ELA, CCSS Math, and Project-Based Learning and District's Student Outcomes. Exhibition presentations, student portfolio work by all students were evidence of academic reading and research, collaborative conversations, writing activities, and math instructional strategies aligned to the Common Core.</p> <p>6-YEAR PBL Instructional plan: Key Common Core standards were identified in each content area and aligned with PBL 6 yr. plan.</p>	
<p><b>Metric/Indicator</b> # of hours of teacher professional development opportunities offered during the summer and school year.</p> <p><b>19-20</b> 25 or more hours</p> <p><b>Baseline</b></p>	



Expected	Actual
Teachers used 3 professional development days during the summer to work collaboratively to plan and design multi-disciplinary curriculum and student project work for the upcoming year that aligns directly with the California Common Core Content Standards and the District's Student Outcomes.	
<b>Metric/Indicator</b>	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1 Establish regular schedule for grade level, cross grade level collaboration (1-2x per month during school day, after school) for teachers to review student work, develop rubrics, plan instruction and reflect on teaching practice within and across grade levels.</p> <p>Provide Professional Development/Teacher Planning Days: embedded in regular annual calendar.</p>	<p>2.1 No Extra Cost - Embedded in Regular Daily Schedule of Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base \$0</p>	<p>2.1 No Extra Cost - Embedded in Regular Daily Schedule of Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base \$0</p>
<p>2.2 Provide time for teachers to implement systems for gathering data that can be shared externally to demonstrate student achievement - time embedded in regular school year calendar</p>	<p>2.2 Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base See 1.2</p>	<p>2.2 Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base See 1.2</p>
<p>2.3 Provide formal and informal professional learning opportunities focused on instructional practices aligned with the District Student Outcomes (e.g., PBL, Next Generation Science Standards, technology and math). including meeting WASC and other accreditation requirements - Time embedded in regular school calendar</p>	<p>2.3 Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base See 1.2</p>	<p>2.3 Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base See 1.2</p>
<p>2.4 Provide opportunities for teachers to observe in other classrooms and engage in collaborative dialog around professional practices.</p>	<p>2.4 - Subs for teachers - (0000-1110-1000-1149-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental \$1,085</p>	<p>2.4 - Subs for teachers - (0000-1110-1000-1149-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental \$0</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>2.5 Continue to develop units of study aligned with CCSS Math and Next Gen Science, including formative and summative assessments across grades 7-12.</p>	<p>2.5.a No additional cost - embedded in daily schedule of Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base See 1.2</p> <p>2.5.b Professional development focused on Math and Next Generation Science Standards - no additional cost - embedded in program of Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base See 1.2</p>	<p>2.5.a No additional cost - embedded in daily schedule of Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base See 1.2</p> <p>2.5.b Professional development focused on Math and Next Generation Science Standards - no additional cost - embedded in program of Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base See 1.2</p>
<p>2.6 Continue development of common assessments for writing and integrated projects.</p>	<p>2.6 No additional cost - embedded in daily schedule of Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base See 1.2</p>	<p>2.6 No additional cost - embedded in daily schedule of Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base See 1.2</p>
<p>2.7 Develop and encourage more opportunities for EL students to verbally express themselves in English.</p> <ul style="list-style-type: none"> <li>• create original videos</li> <li>• narrate and act in project videos</li> <li>• participate in stage performance</li> <li>• produce podcasts</li> <li>• host Community Meetings</li> <li>• utilize video interactive apps such as Skype</li> <li>• act as school tour guides</li> <li>• PR presentations</li> <li>• participate in job shadows</li> <li>• participate in professional internships</li> <li>• participate in peer tutoring program (NWP and POUSD elementary sites)</li> <li>• offer a Theater/Improv/Performance Club after school</li> </ul>	<p>2.7.a Highly qualified teacher appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.a</p> <p>2.7.b Highly qualified teacher appropriately assigned - small class sizes - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b</p>	<p>2.7.a Highly qualified teacher appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.a</p> <p>2.7.b Highly qualified teacher appropriately assigned - small class sizes - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b</p>
<p>2.8 Monitor progress of and communicate with parents of EL student progress and programs</p>	<p>2.8 Outreach worker to translate information (4760-1000-2100-</p>	<p>2.8 Outreach worker to translate information (4760-1000-2100-</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	SG02) 2000-2999: Classified Personnel Salaries Supplemental \$3,500	SG02) 2000-2999: Classified Personnel Salaries Supplemental \$0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the Actions/Services were implemented except outreach worker due to budget reduction and other funds used.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### Successes

- 100% of classrooms show evidence of core instructional practices aligned to the California Common Core Standards and the District's Student Outcomes.
- 100% of teachers participated in professional development

### Challenges

- Identifying the direct impacts of COVID-19 in a virtual environment has proven to be very challenging.

### Goal 3

All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Broad Course of Study            Participation in Exhibitions            Move It Participation            Crossroads Participation</p> <p><b>19-20</b>            100%            100%            100%            100%</p>	

Expected	Actual
<p><b>Baseline</b>  100%  100%  100%  100%</p>	
<p><b>Metric/Indicator</b>  ELA Academic Indicator  (CAASPP 7,8,11)  Previous Year</p> <p>Status:  Change:  Performance Color:</p> <p>Number of Subgroups in Red or Orange:</p> <p><b>19-20</b>  (2018-2019 Dashboard Goal)</p> <p>12 points below standard  Improve 3 points  Yellow</p> <p>NA (too low of numbers)</p> <p><b>Baseline</b>  (2016-2017 Dashboard Data)</p>	

Expected	Actual
<p>12.7 points below standard            Increased 7.7 points            No Performance Color (due to # of students)</p> <p>NA (too low of numbers)</p>	
<p><b>Metric/Indicator</b></p> <p>Math Academic Indicator            (CAASPP 7,8,11)            Previous Year</p> <p>Status:            Change:            Performance Color:</p> <p>Number of Subgroups in Red or Orange:</p> <p><b>19-20</b>            (2018-2019 Dashboard Goal)</p> <p>108 points below standard            Improve 3 points            Yellow</p> <p>NA (too low of numbers)</p> <p><b>Baseline</b>            (2016-2017 Dashboard Data)</p>	

Expected	Actual
<p>79.8 points below standard  Declined 5.8 points  No Performance Color (due to # of students)</p> <p>NA (too low of numbers)</p>	
<p><b>Metric/Indicator</b>  Graduation Rate Academic Indicator (12)  Previous Year</p> <p>Status:  Change:  Performance Color:</p> <p><b>19-20</b>  (2018-2019 Dashboard Goal)</p> <p>90%  Improve 12%  No performance color</p> <p><b>Baseline</b>  (2016-2017 Dashboard Data)</p> <p>68%  Declined 7.5%  No performance color</p>	
<p><b>Metric/Indicator</b></p>	

Expected	Actual
<p>English Learner Indicator</p> <p><b>19-20</b> TBD</p> <p><b>Baseline</b> 2015: 75% 2016: 81% 2017: 100%</p>	
<p><b>Metric/Indicator</b> College and Career Indicator (12)</p> <p>Status: Change: Performance Color:</p> <p><b>19-20</b> (2018-2019 Dashboard Goal)</p> <p>10% Increased 4% No performance color</p> <p><b>Baseline</b> (2016-2017 Dashboard Data)</p> <p>10% NA NA</p>	



Expected	Actual
<p><b>Metric/Indicator</b> Participation in Academic Exhibitions</p> <p><b>Baseline</b> 100%</p>	
<p><b>Metric/Indicator</b> Physical Fitness Test (7th and 9th grades): Aerobic Capacity -7th Aerobic Capacity -9th</p> <p><b>19-20</b> (2018-2019 Goal) 82% 47%</p> <p><b>Baseline</b> (2015-2016 Data) 72% 61%</p>	
<p><b>Metric/Indicator</b>  Body Composition -7th Body Composition -9th</p> <p><b>19-20</b> (2018-2019 Goal) 65% 53%</p> <p><b>Baseline</b> (2015-2016 Data) 50%</p>	

Expected	Actual
70%	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.1 Assess and report student progress toward mastery of content standards (as per WASC critical areas for growth).</p>	<p>3.1.a Highly qualified teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.a</p> <p>3.1.b Highly qualified teachers appropriately assigned - reduced class size - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b</p>	<p>3.1.a Highly qualified teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.a</p> <p>3.1.b Highly qualified teachers appropriately assigned - reduced class size - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b</p>
<p>3.2 Continue to implement Project-based learning/Inquiry Methods focused on units of study aligned with California content standards.</p>	<p>3.2.a Highly qualified teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.a</p> <p>3.2.b Highly qualified teachers appropriately assigned - reduced class size - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b</p> <p>Collaboration Time - embedded in schedule - no extra cost 1000-1999: Certificated Personnel Salaries Base See 1.2</p>	<p>3.2.a Highly qualified teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.a</p> <p>3.2.b Highly qualified teachers appropriately assigned - reduced class size - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b</p> <p>Collaboration Time - embedded in schedule - no extra cost 1000-1999: Certificated Personnel Salaries Base See 1.2</p>
<p>3.3 Provide instruction to students in developing literacy, research and digital citizenship skills.</p>	<p>3.3 Professional development for teachers focused on digital/media literacy and digital citizenship - no additional cost - embedded in</p>	<p>3.3 Professional development for teachers focused on digital/media literacy and digital citizenship - no additional cost - embedded in</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	schedule. 1000-1999: Certificated Personnel Salaries Base See 1.2	schedule. 1000-1999: Certificated Personnel Salaries Base See 1.2
3.4 Provide tiers of support for students who need targeted instruction and academic intervention.	<p>3.4.a Highly Qualified Teachers appropriately assigned - working with students in differentiated groupings 1000-1999: Certificated Personnel Salaries Base See 1.2.a</p> <p>3.4.b Highly Qualified Teachers appropriately assigned - working with students in differentiated groupings - reduced class size - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p> <p>Collaboration time to review student data, group students for targeted instruction, and evaluate student progress - no additional cost - embedded in daily schedule 1000-1999: Certificated Personnel Salaries Base See 1.2</p> <p>3.4.c Program Assistant time to assist students of concern (1110-1000-2100-SG03) 2000-2999: Classified Personnel Salaries Supplemental \$44,500</p> <p>3.4.d Additional certificated time to provide Acellus support for students of concern (1110-1000-1130-SG03) 1000-1999: Certificated Personnel Salaries Supplemental \$4,672</p>	<p>3.4.a Highly Qualified Teachers appropriately assigned - working with students in differentiated groupings 1000-1999: Certificated Personnel Salaries Base See 1.2.a</p> <p>3.4.b Highly Qualified Teachers appropriately assigned - working with students in differentiated groupings - reduced class size - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p> <p>Collaboration time to review student data, group students for targeted instruction, and evaluate student progress - no additional cost - embedded in daily schedule 1000-1999: Certificated Personnel Salaries Base See 1.2</p> <p>3.4.c Program Assistant time to assist students of concern (1110-1000-2100-SG03) 2000-2999: Classified Personnel Salaries Supplemental \$6,220.04</p> <p>3.4.d Additional certificated time to provide Acellus support for students of concern (1110-1000-1130-SG03) 1000-1999: Certificated Personnel Salaries Supplemental \$0</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
3.5 Implement instructional strategies to promote academic discourse, structured language practices and English Language Development during the school day.	3.5.a Professional development focused on instructional strategies - no extra cost embedded in daily schedule 1000-1999: Certificated Personnel Salaries Base See 1.2  3.5.b Facilitation/Consultation with PD provider (4760-1000-5830-SGPD) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$600	3.5.a Professional development focused on instructional strategies - no extra cost embedded in daily schedule 1000-1999: Certificated Personnel Salaries Base See 1.2  3.5.b Facilitation/Consultation with PD provider (4760-1000-5830-SGPD) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0
3.6 Student engagement in NWP Crossroads program through further curriculum development and coordination.	3.6 Collaborative planning time and administrator and counselor planning time - no additional cost - embedded in daily program 1000-1999: Certificated Personnel Salaries Base See 1.2	3.6 Collaborative planning time and administrator and counselor planning time - no additional cost - embedded in daily program 1000-1999: Certificated Personnel Salaries Base See 1.2
3.7 College and career preparedness: Continued approval and implementation of more A-G courses including higher level Math and Science, Visual and Performing Arts courses, and AP courses (Acellus, AP College Board, and other online supports).	3.7 College Prep materials and subscriptions (Acellus, AP College Board, etc.) and Acellus Teacher time: hourly rate (1110-1000-1130) 1000-1999: Certificated Personnel Salaries Base \$3,000  Acellus subscription (0000-1110-1000-5840-0000) 5000-5999: Services And Other Operating Expenditures LCFF Base \$8,000	3.7 College Prep materials and subscriptions (Acellus, AP College Board, etc.) and Acellus Teacher time: hourly rate (1110-1000-1130) 1000-1999: Certificated Personnel Salaries Base \$0  Acellus subscription (0000-1110-1000-5840-0000) 5000-5999: Services And Other Operating Expenditures LCFF Base \$0
3.8 Align curriculum and assessments with CCSS and develop academic and leadership assessments and performance tasks that track student progress and align with the school's Project Based Learning and Leadership skills work (as per WASC critical areas for growth).	3.8 3 Extra Duty days during summer (1110-1000-1130-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental \$6,013	3.8 3 Extra Duty days during summer (1110-1000-1130-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental \$0
3.10 Provided time to design systems to gather data, create, and implement rubrics and update performance data and portfolio defenses that can be shared externally to demonstrate student achievement.	3.10 Highly qualified teachers appropriately assigned - no additional cost - embedded in	3.10 Highly qualified teachers appropriately assigned - no additional cost - embedded in

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	regular daily and yearly schedule 1000-1999: Certificated Personnel Salaries Base See 1.2.a	regular daily and yearly schedule 1000-1999: Certificated Personnel Salaries Base See 1.2.a
<p>3.11 -create/archive videos and exhibition materials/artifacts</p> <ul style="list-style-type: none"> <li>• narrate and act in project videos</li> <li>• participate in performances</li> <li>• produce media presentations/marketing materials</li> <li>• host Community Meetings</li> <li>• utilize academic support apps</li> <li>• act as school tour/shadow guides</li> <li>• PR/recruitment presentations</li> <li>• participate in job shadows</li> <li>• participate in in- and ex-ternships</li> <li>• -offer clubs after school</li> </ul>	<p>3.11.a Highly qualified teacher appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.a</p> <p>3.11.b Highly qualified teacher appropriately assigned - small class sizes - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b</p>	<p>3.11.a Highly qualified teacher appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.a</p> <p>3.11.b Highly qualified teacher appropriately assigned - small class sizes - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b</p>
<p>3.12 Continued to develop a portfolio process that documents performance and project work and tracks student leadership skills progress (as per WASC critical areas for growth).</p>	<p>3.12 Highly qualified teachers appropriately assigned - no additional cost - embedded in regular daily &amp; yearly schedule 1000-1999: Certificated Personnel Salaries Base See 1.2.a</p>	<p>3.12 Highly qualified teachers appropriately assigned - no additional cost - embedded in regular daily &amp; yearly schedule 1000-1999: Certificated Personnel Salaries Base See 1.2.a</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the Actions/Services were implemented except program assistant, Acellus program, and extra duty during summer due to budget reductions.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### Successes

- 100% Broad Course of Study
- 100% Participation in Exhibitions

- 100%Move It Participation
- 100%Crossroads Participation

#### Challenges

- Identifying the direct impacts of COVID-19 in a virtual environment has proven to be very challenging.

## Goal 4

Improve parent engagement.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 3: Parental Involvement (Engagement)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            % return of the parent engagement and involvement form at the beginning of the year.</p> <p><b>19-20</b>            &gt;50%</p> <p><b>Baseline</b>            58% (actual)</p>	
<p><b>Metric/Indicator</b>            % families attendance at school events</p> <p><b>19-20</b>            75%+</p> <p><b>Baseline</b>            65%</p>	

Expected	Actual
<p><b>Metric/Indicator</b> # of parent volunteers</p> <p><b>19-20</b> 36+</p> <p><b>Baseline</b> 18-19 baseline</p>	
<p><b>Metric/Indicator</b> My Voice Survey-Parents Number of Respondents Feel welcome at School Parent/evenings/meeting are worth attending</p> <p><b>19-20</b>  20 &gt;90% &gt;75%</p> <p><b>Baseline</b> NA</p>	
<p><b>Metric/Indicator</b> Event Attendees</p> <p><b>19-20</b> 400+</p> <p><b>Baseline</b> Baseline 18-19</p>	



## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1 Implement parent engagement and involvement via 2X per year mailing home the year Parent Involvement/Volunteer Form. Document and keep list of parent volunteers for use throughout the year.	4.1 Highly Qualified Principal Appropriately Assigned-.10 FTE of salary (2700-1000-1300) 1000-1999: Certificated Personnel Salaries Base See 1.9	4.1 Highly Qualified Principal Appropriately Assigned-.10 FTE of salary (2700-1000-1300) 1000-1999: Certificated Personnel Salaries Base See 1.9
4.2 Involve parents in School/Community events that showcase student learning (exhibitions, performances, etc.)	4.2 Equipment & Supplies (1110-1000-4310-BG04) 4000-4999: Books And Supplies Base \$500	4.2 Equipment & Supplies (1110-1000-4310-BG04) 4000-4999: Books And Supplies Base \$0
4.3 Offered virtual meetings -- Google Hangouts, etc. to provide greater access to parent engagement.	4.3 No cost for virtual programs 4000-4999: Books And Supplies Base \$0	4.3 No cost for virtual programs 4000-4999: Books And Supplies Base \$0
4.4 Use social media across the district and at school sites to promote an understanding of educational program and successes.	4.4 No cost for using Twitter on a semi-regular basis 4000-4999: Books And Supplies Base \$0	4.4 No cost for using Twitter on a semi-regular basis 4000-4999: Books And Supplies Base \$0
4.5 Update District and School websites to create a more welcoming presence and accessible information.	4.2.a Weebly Templates & Weebly Pro Subscription (1110-1000-4340-SG04) 4000-4999: Books And Supplies Base \$60  4.2 c Illuminate parent portal and LCAP Infographics (1110-1000-5830-BG04) 5800: Professional/Consulting Services And Operating Expenditures Base \$3,000	4.2.a Weebly Templates & Weebly Pro Subscription (1110-1000-4340-SG04) 4000-4999: Books And Supplies Base \$645  4.2 c Illuminate parent portal and LCAP Infographics (1110-1000-5830-BG04) 5800: Professional/Consulting Services And Operating Expenditures Base \$0
4.6 Translation of forms and other communications	4.6 Outreach Worker 2000-2999: Classified Personnel Salaries Other See 2.8	4.6 Outreach Worker 2000-2999: Classified Personnel Salaries Other See 2.8
4.7 Engage and encourage parents to complete My Voice surveys.	4.7 My Voice (2700-5880-SG04) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$400	4.7 My Voice (2700-5880-SG04) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the Actions/Services were implemented except LCAP infographics due to budget reduction.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### Successes

- Over 400 event attendees
- Increase in parent volunteers
- 10% Increase of families attending school events

### Challenges

- Identifying the direct impacts of COVID-19 in a virtual environment has proven to be very challenging

## Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:  
Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
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### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
MERV-13 filtration (obj4380)	10,400	10,000	No
Personal Protective Equipment for staff and students (fund01)	7,000	5,000	No
Plexiglass dividers (4400)	300	744	No
Cleaning and Sanitization Equipment and Supplies	8,000	12,301	No
Portable hand washing stations	900	1000	No
Temperature reading equipment	5,000	6202	No
Safety signage	1,000	415	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

All of the Actions/Services were implemented for in-person instruction.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Successes

- Our COVID-19 Safety Plan was approved by the Sonoma County Department of Public Health
- Students of concern in an academic support cohort on-campus starting April 14, 2021

- We opened for in person instruction on May 17, 2021.

#### Challenges

- Constantly changing guidelines
- Logistical challenges

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Educational software and equipment to support Virtual Learning	5,000	5112	No
Technology Devices - Chromebooks, Chromebook covers, and I-Pads for students (fund01)	18,000	20,000	No
Hot Spots for students	1,700	1769	No
Zoom to allow for synchronous teaching and learning	1,300	1008	No
Website development to serve as primary source of information, foster contentedness, and provide tools for staff, parents, and students	800	1,000	No
Aeries Software Suite, Aeries Professional Development, Aeries Enrollment (fund01)	2,500	3,000	No
Professional development (obj5100/5200)	1,800	2349	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All of the Actions/Services were implemented for our distance learning program.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

### Continuity of Instruction

- Success: We provided daily live interaction to all students and we provided various online resources to facilitate learning online.
- Challenge: Engaging students online was a challenge.

#### Access to Devices and Connectivity

- Success: All students were provided a device to engage in distance learning. Hot spots were given to families with connectivity issues.
- Challenge: At the beginning of distance learning there were a lot of technology issues to figure out and a learning curve for students, parents and teachers that was overcome.

#### Pupil Participation and Progress

- Success: We developed a student of concern list that both teachers and principals contributed to and notified parents if students were not completing their work or were at risk of not meeting academic standards, we recorded daily participation of each student, time value met the number of instructional minutes required.
- Challenge: Developing and implementing taking attendance and communicating with student of concern families.

#### Distance Learning Professional Development

- Success: We provided professional development or collaboration time to help navigate and improve distance learning practices.
- Challenge: The stress of the situation made it challenging to process and implement professional development opportunities.

#### Staff Roles and Responsibilities

- Success: The Director of Innovative Learning and Teacher on Special Assignment (technology teacher) developed a website that had daily lessons and resources for distance learning. Program assistants assisted teachers with small groups instruction on zoom. Teachers created their own virtual learning platform and assigned lessons and assignments.
- Challenges: Overall transition to a virtual environment for all staff members.

#### Support for Pupils with Unique Needs.

- Success: English learners were provided synchronous and asynchronous instruction as well as additional support through small group instruction, Special Education services continued to be provided virtually to students according to their IEP,
- Challenge: Providing special education services for some students was challenging.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1:1 tutoring (goal1660)	3,500	5,000	No
Student learning kits for Virtual Learning	2,300	1080	No
Communication devices for staff to connect to families and students	460	300	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

All of the Actions/Services were implemented for pupil learning loss except student learning kits due to budget reduction.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Identifying learning loss

- Successes:
  - We routinely used formative assessments throughout the year to identify learning loss.
  - In Spring 2021, all students took STAR reading and math test to identify learning loss.
- Challenges:
  - Conducting formative assessments and summative assessments in the virtual learning environment.
  - Ensuring that the majority of students were assessed in STAR Reading and Math.

Strategies  
Successes:

- Utilizing differentiation to provide additional support to students through small group instruction.



- Mandatory academic support class for students of concern five days a week.
- Providing individual learning tool pick up dates for hands-on learning and instruction.

#### Effectiveness (May 2021)

- Star Math: 45% of 7th grade students, 45% of 8th grade students, 39% of 9th grade students, 71% of 10th grade students, 56% of 11th grade students, 70% of 12th grade students scored at or above benchmark for the district.
- Star Reading: 80% of 7th grade students, 44% of 8th grade students, 35% of 9th grade students, 53% of 10th grade students, 39% of 11th grade students, and 70% of 12th grade students scored at or above benchmark for the district.

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

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

### Successes:

- Implementation of MTSS
- Implementation of Social-emotional learning in the classroom (Sown to Grow, Restorative Circles, and Class Meetings)
- School counselor provided presentations within certain grade levels about college and career readiness,
- School counselor met with high school students individually to create their 4-year plan and to discuss their post-secondary options
- School counselor coordinated with SRJC to provide an online workshop for our students
- School counselor taught the Resilience For Youth program to all of the 7th and 8th graders
- School counselor met with students who needed emotional and academic support
- School psychologist met with students identified as needing social and emotional support

### Challenges

- Our community has been faced with unprecedented trauma for the past 5 years (many fires, power shut off days, air quality closure days, floods, and a global pandemic). The importance of mental health and social and emotional well being is incredibly important and at times needs to be prioritized over academics.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

### Successes

- Teachers connected to students via daily live interaction
- Parents were contacted on a regular basis to provide information, direction and resources
- Teachers regularly communicated with parents and guardians regarding academic progress
- When students were not engaged we communicated with families through a student of concern document
- Held over 6 virtual meetings for varying purposes: input, reopening plan, etc.
- Outreach Worker helped communicate with families and translate meetings, communication, etc.
- Launched Parentsquare communication app that teachers, staff, principals and district office used to consistently communicate
- Launched Aeries Parent Portal for parents to view student grades, report cards, and other school information
- Launched a Parent Teacher Student Organization
- Conducted surveys through google forms for feedback and input

**Challenges:**

- Communicating with student of concern families
- Constantly communicating with changing guidelines

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

**Successes**

- Sent Parentsquare messages weekly about grab and go meals and updates on nutrition information
- Provided grab and go meals to all students via drive through pick-up (from March 2019-June 2021)
- Provided breakfast and lunch to all students in hybrid learning model (May 2021-June 2021)

**Challenges**

- Obtaining free and reduced lunch applications since all meals were free for students this year.
- Families remembering to collect their grab and go lunches each week.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Additional Counseling Services to Promote Mental Health and Social/Emotional Wellbeing of Students: COUNSELOR	5,500	35,712	No
Pupil Engagement and Outreach	Improved Communication with EL Students/Families Northwest Prep Charter School acquired "ParentSquare" (an AERIES product) which translates all outgoing and incoming messages to facilitate effective communication during virtual learning efforts. This has allowed us to provide significantly improved support for our Spanish speaking families. The program was on-boarded in fall 2020, specifically to augment the Virtual Learning experience of English Learners and to better support their families.	675	500	No
Distance Learning Program (Supports for Pupils with Unique Needs)	"Comfort Bags" for Homeless, Foster, Low Income Students 40 duffel bags were made available for homeless, foster, low income and struggling students. Distributed the first week of September 2020 out of Schaefer Elementary, these bags contained toiletries (shampoo, soap, toothbrush and	500	0	No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	toothpaste), a blanket, books, games/puzzles, coloring books and stuffed animals/toys.			
Distance Learning Program	Materials and equipment for teachers to work effectively in Virtual Learning	5,800	6,000	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures except additional services spent on counseling to support and promote the mental health and social/emotional wellbeing of students.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

A district Learning Loss Recovery Committee was created with all district stakeholders and convened to assess the lessons learned from in-person and distance learning programs in 2020-2021. This provided us with notes on success and challenges as well as highlight the essential next steps of the district through our targeted LCAP goals. For example, our LCAP Goal 2: Well-Being-Support the social-emotional and physical well-being of all and recognize each person’s inherent value. It became apparent in the meeting to focus on promoting mental health and social/emotional wellbeing of students in our school. In addition, our LCAP Goal 1: Learning Experiences-Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement. The committee discussed focusing on academic support and achievement through targeted instruction and responsive teaching for EL students, low-income students and at-risk students (students who were impacted by COVID-19). This goal will be monitored using measurable outcomes specific to EL students, low-income students and at-risk students (students who were impacted by COVID-19).

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will be addressed through targeted instruction and responsive teaching based on common formative and summative district assessments. All metrics in Goal 1 will be monitored and reported on during the annual update cycle. These metrics assess pupil learning loss/ learning acceleration.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement except additional services spent on counseling to support and promote the mental health and social/emotional wellbeing of students.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

A district Learning Loss Recovery Committee was created with all district stakeholders and convened to analyze and reflect on the past two years. This provided us with notes on success and challenges as well as highlight the essential next steps of the district through our targeted LCAP goals. For example, our LCAP Goal 2: Well-Being-Support the social-emotional and physical well-being of all and recognize each person's inherent value. It became apparent in the meeting to focus on promoting mental health and social/emotional wellbeing of students in our school. In addition, our LCAP Goal 1: Learning Experiences-Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement. The committee discussed focusing on academic support and achievement through targeted instruction and responsive teaching for EL students, low-income students and at-risk students (students who were impacted by COVID-19). All of our goals will continually be monitored using measurable outcomes specific to EL students, low-income students and at-risk students (students who were impacted by COVID-19).

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.



- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	608,683.00	383,736.64
Base	395,184.00	261,588.60
LCFF Base	8,000.00	0.00
Supplemental	205,499.00	122,148.04

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	608,683.00	383,736.64
1000-1999: Certificated Personnel Salaries	497,123.00	338,284.00
2000-2999: Classified Personnel Salaries	90,000.00	33,034.04
4000-4999: Books And Supplies	1,060.00	895.00
5000-5999: Services And Other Operating Expenditures	8,500.00	802.60
5800: Professional/Consulting Services And Operating Expenditures	12,000.00	10,721.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	608,683.00	383,736.64
1000-1999: Certificated Personnel Salaries	Base	341,124.00	222,606.00
1000-1999: Certificated Personnel Salaries	Supplemental	155,999.00	115,678.00
2000-2999: Classified Personnel Salaries	Base	42,000.00	26,814.00
2000-2999: Classified Personnel Salaries	Supplemental	48,000.00	6,220.04
4000-4999: Books And Supplies	Base	560.00	645.00
4000-4999: Books And Supplies	Supplemental	500.00	250.00
5000-5999: Services And Other Operating Expenditures	Base	500.00	802.60
5000-5999: Services And Other Operating Expenditures	LCFF Base	8,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	11,000.00	10,721.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	1,000.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	533,353.00	376,871.60
<b>Goal 2</b>	4,585.00	0.00
<b>Goal 3</b>	66,785.00	6,220.04
<b>Goal 4</b>	3,960.00	645.00

\* Totals based on expenditure amounts in goal and annual update sections.



# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$32,600.00	\$35,662.00
Distance Learning Program	\$31,100.00	\$34,238.00
Pupil Learning Loss	\$6,260.00	\$6,380.00
Additional Actions and Plan Requirements	\$12,475.00	\$42,212.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$82,435.00</b>	<b>\$118,492.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$32,600.00	\$35,662.00
Distance Learning Program	\$31,100.00	\$34,238.00
Pupil Learning Loss	\$6,260.00	\$6,380.00
Additional Actions and Plan Requirements	\$12,475.00	\$42,212.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$82,435.00</b>	<b>\$118,492.00</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>		

## Agenda Item Summary

<b>Action Item: 8.8    <i>Approval of the 2021-2022 Local Control Accountability Plan and Budget Overview for Parents for the Piner-Olivet Union School District</i></b>
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Special Meeting of: June 16, 2021	<b>Action Item</b>	Report Format: <b>Oral</b>
Attachment:	<b>Local Control Accountability Plan</b>	

**Presented by:** Dr. Steve Charbonneau, Superintendent

**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**

Approve LCAP

# LCFF Budget Overview for Parents

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

CDS Code: 49708700101253

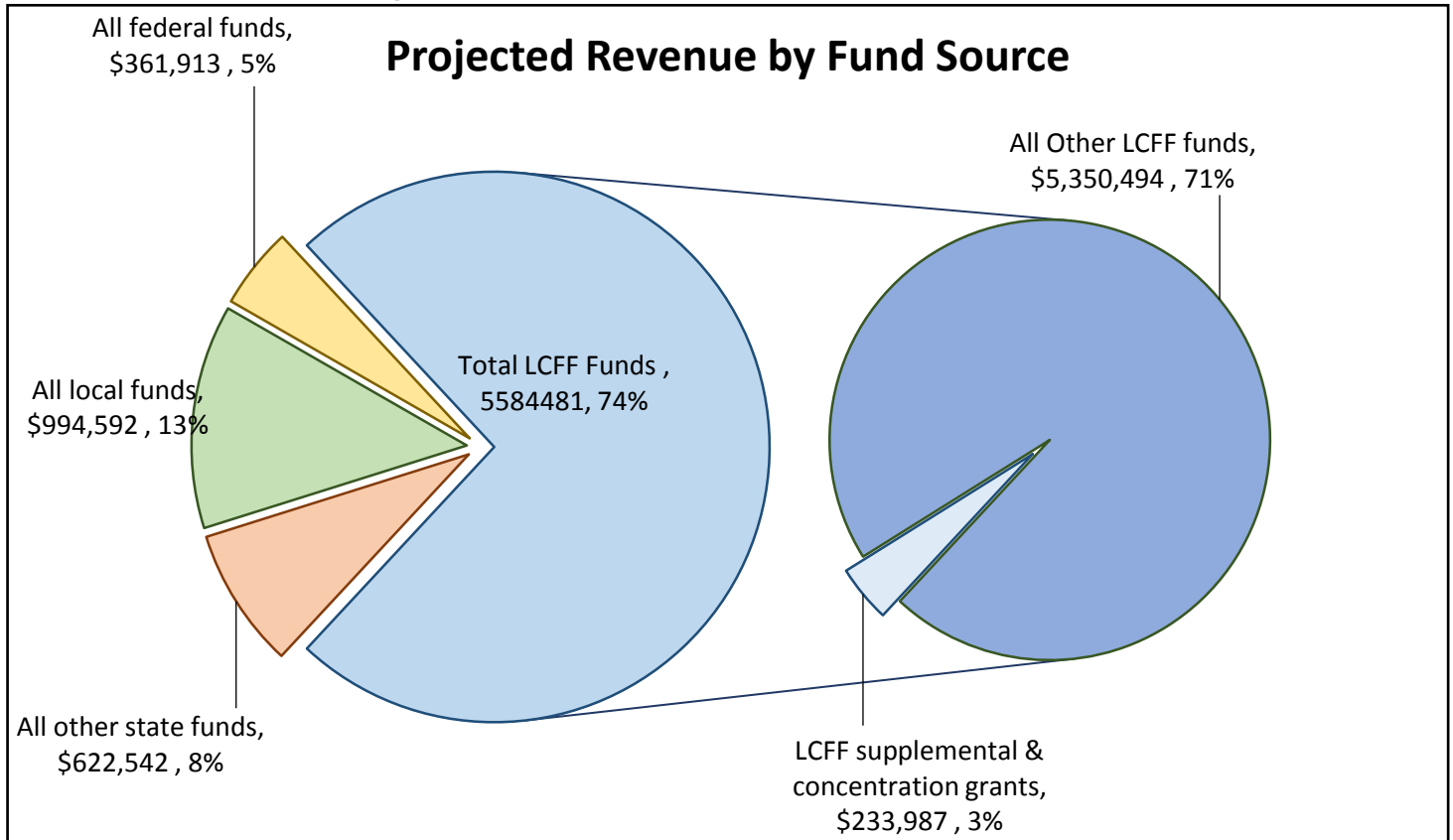
School Year: 2021 – 22

LEA contact information: Kay Vang, CBO (707)522-3008 kvang@pousd.org

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 2021 – 22 School Year

### Projected Revenue by Fund Source

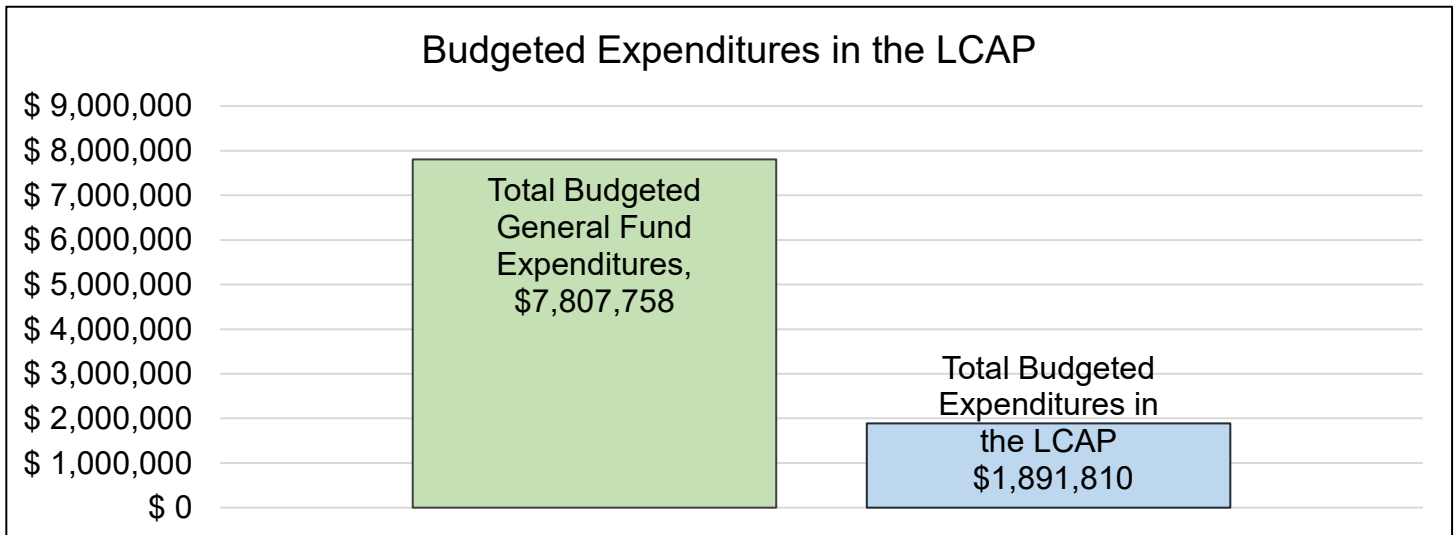


This chart shows the total general purpose revenue Piner-Olivet Union School District expects to receive in the coming year from all sources.

The total revenue projected for Piner-Olivet Union School District is \$7,563,528.00, of which \$5,584,481.00 is Local Control Funding Formula (LCFF), \$622,542.00 is other state funds, \$994,592.00 is local funds, and \$361,913.00 is federal funds. Of the \$5,584,481.00 in LCFF Funds, \$233,987.00 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 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Piner-Olivet Union School District plans to spend \$7,807,758.00 for the 2021 – 22 school year. Of that amount, \$1,891,810.00 is tied to actions/services in the LCAP and \$5,915,948.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

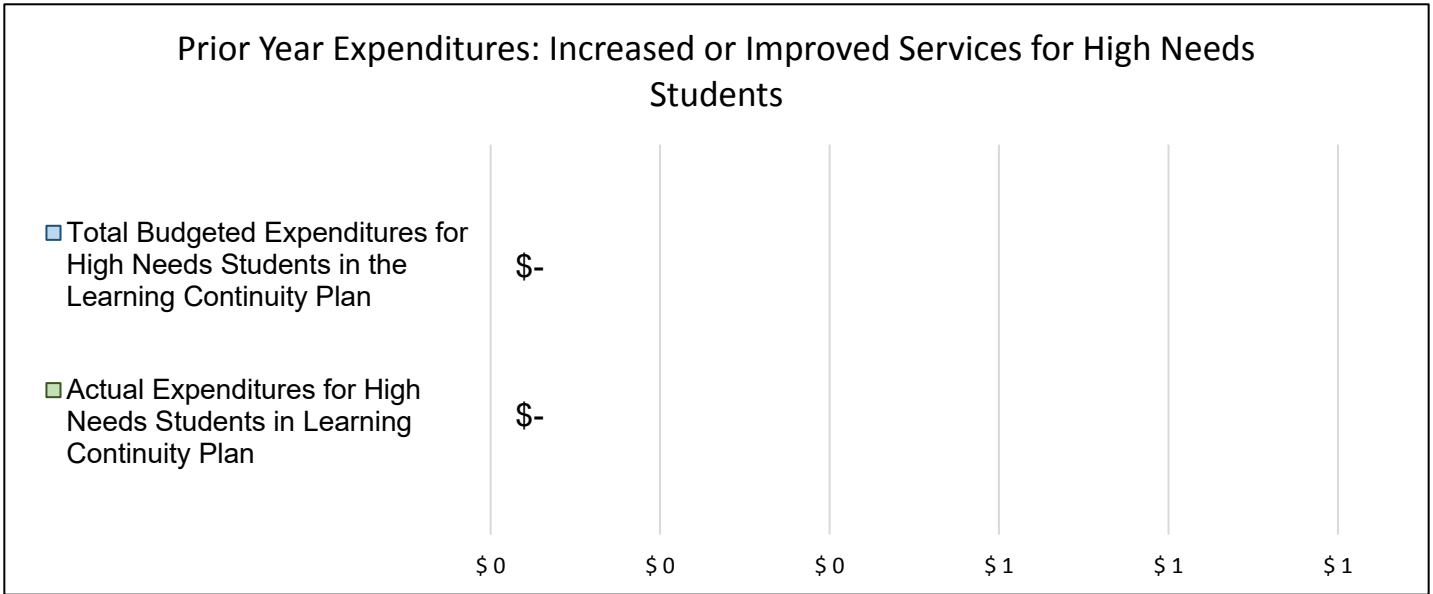
The total expenditures not included in the LCAP amount include such costs as overhead (ie., utilities, maintenance, legal costs, insurance, etc), contributions, and mandatory contributions. Additionally, not all employee costs are included in the LCAP such as District administrators and confidentials

## Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Piner-Olivet Union School District is projecting it will receive \$233,987.00 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 \$263,469.00 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 2020 – 21



This chart compares what Piner-Olivet Union School District budgeted last year in the Learning Continuity Plan 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.

In 2020 – 21, Piner-Olivet Union School District's Learning Continuity Plan budgeted \$0.00 for planned actions to increase or improve services for high needs students. Piner-Olivet Union School District actually spent \$0.00 for actions to increase or improve services for high needs students in 2020 – 21.



## 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	Olga Venegas Principal	ovenegas@pousd.org 707 522-3030

### Plan Summary [2021-22]

#### General Information

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

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 eyese 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.

## 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 after not being able to be in-person for over a year.

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.

NA

## Support for Identified Schools

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

NA

## Monitoring and Evaluating Effectiveness

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

NA

# Stakeholder Engagement

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

- 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 stakeholder groups.

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 stakeholder input.

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	STAR				
ELA Standards Implementation of the Standards	PD: Initial Materials: Initial Instruction: Initial				PD:Full Materials: Full Instruction: Full
Math Academic Indicator					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math Standards Implementation of the Standards (Average Rating)	PD: Initial Materials: Initial Instruction: Initial				PD: Full Materials: Full Instruction: Full
EL Progress (CA Dashboard)	Status: 61% Progress Level: High				Status: Performance Level:
ELD Standards Implementation of the Standards (Average Rating)	PD: Initial Materials: Initial Instruction: Initial				PD: Full Materials: Full Instruction: Full
Reclassification Rate	0 students				100% of Level 4 students will be RFEP'd within ____ years.
Science Standards Implementation of the Standards (Average Rating)	PD: Explore Materials: Explore Instruction: Explore				PD: Initial Materials: Initial Instruction: Initial
History Standards Implementation of the Standards (Average Rating)	PD: Explore Materials: Explore Instruction: Explore				PD: Beginning Materials: Beginning Instruction: Beginning
Standards Aligned Materials	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with access to their own copies of standards-aligned instructional materials for use at school and at home					
Facilities in Good Repair (FIT Report)	100%				100%
# of Williams Complaints	0				0
# instances where facilities do not meet the "good repair" standard	0				0
Broad Course of Study	100%				100%
Misassignment of teachers	0%				0%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Classroom Environment & Culture	Provide each student with a highly qualified teaching staff to support learning and positive school climate/culture: <ul style="list-style-type: none"> <li>• Highly Qualified Principal (\$149,708 x 21.67%)</li> <li>• Special Ed Teachers for RSP ( 2 FTE for District K-12 program) .21allocation factor</li> <li>• Special Ed Teacher for SDC ( 1 FTE for District K-6 program) .29allocation factor</li> <li>• RSP assistant (.5allocation factor)</li> <li>• Specialized Assistants ( SDC )</li> </ul>	\$1,388,929.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Speech &amp; Language Specialists 9 1.4 FTE for District K-12 program)</li> <li>• Director of Special Education/Intervention ( 0.60 for District K-12 program) .8FTE 6500/.2 FTE 0000</li> <li>• Highly Qualified Teachers</li> </ul> <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"> <li>• Arrange flexible and choice-driven learning environments so that arrangement of room is conducive to and supports learning.</li> <li>• Classroom systems and routines facilitate student responsibility, ownership, and independence.</li> <li>• Class time is maximized in the service of learning.</li> <li>• Co-create purposeful, relevant, accessible learning resources. Students have access to resources in the environment to support their learning and independence.</li> <li>• Develop and nurture a community of learners.</li> <li>• Classroom norms encourage trust-building, risk-taking, collaboration, and respect for divergent thinking.</li> <li>• Foster collaborative conversation and open discourse.</li> <li>• Classroom interactions reflect high expectations and beliefs about all students' intellectual capabilities and creates a culture of inclusivity, equity, and accountability for learning.</li> </ul>		
2	Student Engagement	<p>Address the needs of English learners and socioeconomically disadvantaged students by providing:</p> <ul style="list-style-type: none"> <li>• Instructional Assistant (.04125 FTE - Pos #475)</li> <li>• ELD Assistant (.208 FTE - Pos #399)</li> <li>• Director of Special Education/Intervention ( 0.60 for District K-12 program) .8FTE 6500/.2 FTE 0000</li> <li>• Intervention materials/ supplies (i.e., Rewards, SIPPS)</li> </ul>	\$22,758.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Cultivate learning processes and environments that foster deep engagement, intellectual development, and communication.</p> <ul style="list-style-type: none"> <li>• Integrate student voice and choice in learning experiences.</li> <li>• Students take ownership of their learning to develop, test, and refine their thinking.</li> <li>• Students’ classroom work embodies substantive intellectual engagement.</li> <li>• Engagement strategies capitalize and build upon students’ academic background, life experiences, culture, and language to support rigorous and culturally relevant learning.</li> <li>• 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.</li> <li>• Engagement strategies build on students’ strengths and address the needs of English learners and socioeconomically disadvantaged students.</li> </ul>		
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"> <li>• Music teacher ( 1 FTE shared between 3 K-6 sites/50% of \$82,396 salary with fund 01)</li> <li>• Summer School - Teacher hourly rate</li> <li>• Carnegie Math curriculum</li> <li>• Number Corner/Bridges Math curriculum</li> </ul>	\$67,366.00	No



Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Focus on strategic yearlong planning that informs units and daily lesson plans.</li> <li>• Utilize both standards-aligned curriculum and multi-disciplinary projects.</li> <li>• Lessons are intentionally linked to other lessons in support of students meeting standards.</li> <li>• Lessons are meaningful and relevant beyond the task at hand, and assist students in learning and applying transferable knowledge and skills.</li> <li>• Learning targets and criteria for success are clearly articulated, linked to standards, embedded in instruction, and understood by students.</li> <li>• Teaching points are based on the teacher's knowledge of students' learning needs in relation to the learning targets.</li> <li>• Create formative learning processes for all students with measurable learning targets.</li> <li>• Develop curricular activities that bridge in-class and online learning with real world applications.</li> </ul>		
4	Curriculum and Pedagogy	<ul style="list-style-type: none"> <li>• Consultation with SCOE ELD Coordinator to develop schoolwide practices to support EL students in all curricular areas</li> <li>• Consulting contracts to support professional development and pedagogy implementation</li> <li>• Utilized curriculum such as Mystery Science &amp; Seesaw to support EL students</li> <li>• Technology Integration coach ( 1 FTE shared by 3 K-6 schools - Pos #446) will support ELD implementation</li> <li>• Collaboration time to plan ELD instruction, review assessments of student progress, and refine instructional practices.</li> </ul>	\$78,000.00	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"> <li>• Make decisions and utilize instructional approaches in ways that intentionally support his/her instructional purposes.</li> <li>• 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.</li> <li>• Ensure that instructional materials and strategies are grounded in cultural competency and are geared toward creating an equitable school and classroom environment.</li> <li>• 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.</li> <li>• Lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time.</li> <li>• Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking.</li> <li>• Utilize instructional strategies based on planned and/or in-the-moment decisions, to address individual learning needs.</li> <li>• Provide scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence.</li> <li>• Design professional development opportunities for certificated and classified staff to support curriculum and pedagogy implementation:</li> </ul>		
5	Assessment for Student Learning	Assessment cycles are continually utilized by educators and students to ensure learning activities lead to student success. Teachers use	\$36,820.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>assessment results to modify curriculum and learning activities to address student needs.</p> <ul style="list-style-type: none"> <li>• Develop systems in which students assess their own learning and the work of their peers in relation to the learning target.</li> <li>• Create multiple assessment opportunities and expect all students to demonstrate learning.</li> <li>• Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student.</li> <li>• Use observable systems and routines for recording and using student assessment data.</li> <li>• Assessment criteria, methods, and purposes are transparent and match the learning target.</li> </ul> <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"> <li>• Renaissance Learning (STAR Reading &amp; Star Math)</li> <li>• Reading assessment subscription</li> </ul> <p>Teachers will participate on Student Assessment Team Meetings (Site Based) to review EL data to inform instruction.</p> <p>Administer CELDT assessment to assess ELD level</p>		
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"> <li>• Work with SCOE on 21st Century teaching and learning professional development ( SCOE contract)</li> <li>• Staff will be provided with professional development opportunities to attend conferences and workshops such as Carnegie Math Onsite Academy/Workshop.</li> </ul>	\$48,362.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Director of Innovative Learning (.4 FTE) will train staff on ELD strategies</li> </ul> <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"> <li>• Include team building activities and norm development in professional development.</li> <li>• Provide professional learning on how to build a culture of trust in schools and classrooms.</li> </ul> <p>Integrate professional development focused on virtual platforms, software, pedagogy, and curriculum within fluid learning environments.</p> <ul style="list-style-type: none"> <li>• Acknowledge and utilize teachers' strengths.</li> <li>• Continue professional development opportunities on equity in education and ensuring all students have access to high-quality learning in a welcoming environment.</li> <li>• Highlight classrooms that employ formative learning practices.</li> <li>• Ground professional learning in student performance and formative learning.</li> <li>• Engage in professional learning experiences to develop district-wide guidelines for implementing research based formative learning practices.</li> <li>• Participate in cooperative teams and communities of practice to deepen student learning.</li> <li>• 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.</li> <li>• Create professional development for educators around global awareness and the future world of work</li> <li>• Engage in communities of practice to co-create evidence-based teaching practices to deepen student learning.</li> <li>• Emphasize the formative learning process for students and staff throughout POUSD classrooms, activities, and operations.</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
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"> <li>• Develop, support, and acknowledge teacher leaders to build capacity.</li> <li>• Plan and schedule leadership retreats, meetings, and collaborative work sessions to focus on the Four -Dimensions of Instructional Leadership.</li> <li>• Encourage leadership collaboration such as sharing ideas and resources, and analyzing school data.</li> <li>• Cultivate relationships to build trust-based culture.</li> <li>• Engage in reflection and formative learning cycles.</li> </ul>		No
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"> <li>• Utilize online educational programs that reinforce and share student learning.</li> <li>• Involve families in family nights, games, surveys, interviews, and exhibitions.</li> <li>• Communicate student progress, achievements, and struggles through a variety of mediums.</li> <li>• Empower students to communicate their success, challenges, and growth through student led conferences.</li> <li>• Provide all families and the community with opportunities to engage with curriculum.</li> </ul> <p>Provide frequent and clear communication between the school and the broader school community using Weebly Pro.</p>	\$160.00	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.

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	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	95%				95%+
Chronic Absenteeism Rate	2019: 10%				
Suspension Rate	2019: 2%				Decline by at least 0.3%, until 1% is reached.
Expulsion Rate	0%				
% feel school is welcoming and friendly	69%				<1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% students feel teachers respect students					
% teachers believe in me and want me to be successful					
% students feel school is safe					

## Actions

Action #	Title	Description	Total Funds	Contributing
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"> <li>• Actively seek to create equity-minded schools that recognize and welcome the diverse backgrounds of our students.</li> <li>• Develop a sense of community and belonging through active family engagement.</li> <li>• Provide a rich Multi-Tiered Systems of Support (MTSS) that addresses the needs of individual students.</li> <li>• Provide opportunities to celebrate our differences.</li> <li>• SEL curricula integrated in classroom</li> <li>• Encourage site-based focus on Restorative Practices, Toolbox, and Positive Behavioral Interventions and -Supports (PBIS).</li> <li>• Assemblies to encourage</li> <li>• Creating and maintaining a robust PE program that integrates mindfulness and nutrition. (PE Tech)</li> <li>• Assembling a district-wide committee focused on researching, creating, and implementing an improved food -service.</li> <li>• Creating opportunities for students to drive their own learning around fitness and nutrition.</li> </ul>	\$29,500.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Support teachers in integrating nutrition and exercise learning into classroom curricula.</li> </ul> <p>Provide counseling and health services for foster youth and low-income students as needed utilizing Toolbox Consumable materials.</p>		
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"> <li>Create opportunities for staff to engage in healthy activities and develop a growth mindset.</li> <li>Support a healthy and balanced lifestyle.</li> <li>Incorporate mindfulness and community-building activities into professional development and other site activities.</li> <li>Leverage meetings and day to day connections to build relationships and trust.</li> </ul>		No
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"> <li>Develop a warm and welcoming school environment where families feel welcome.</li> <li>Foster ongoing relationships between families and schools.</li> <li>Strive to cultivate open lines of communication between families and schools.</li> <li>Create and communicate a comprehensive list of district, school, and community resources.</li> <li>Develop a series of Parent Education Evenings (district wide): parenting, nutrition, MTSS, Parent University.</li> <li>Provide various opportunities, at different times of the day, for parents to participate in school activities.</li> </ul>		No

Action #	Title	Description	Total Funds	Contributing
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"> <li>• Cultivate a mindset of shared responsibility for school safety among all stakeholders.</li> <li>• Prioritize and upgrade our facilities plan for older campuses to develop safer and more engaging learning environments.</li> <li>• Restructure facility operations to develop a more cohesive and streamlined School Safety Plan.</li> <li>• Communicate School Safety Plan, practice steps outlined in plan, and follow procedures as developed.</li> </ul> <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>	\$104,762.00	No
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.

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
3	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	91%				
% of staff who feel PD is important to educational growth	82%				
% of staff work in a collaborative manner	91%				
% of students have access to a technology device	100%				

## Actions

Action #	Title	Description	Total Funds	Contributing
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 &amp; attending adults/chaperones).</p> <ul style="list-style-type: none"> <li>• Expand partnerships with community agencies for social-emotional needs in all schools, civic engagement, and future focused world experiences.</li> <li>• Integrate civic-minded, future-focused and globally-pertinent activities and projects within our curricula.</li> <li>• Enhance curricular learning by connecting students to our broader community.</li> <li>• Provide opportunities for civic involvement and volunteerism at every age.</li> <li>• Invite community members to become involved in our school community.</li> <li>• Leverage community partnerships (e.g. Sonoma County Office of Education) to create stronger school:career connections.</li> </ul>	\$14,775.00	No
2	After School Engagement	<p>Offer engaging and age appropriate enrichment opportunities outside of regular school hours:</p> <ul style="list-style-type: none"> <li>• Provide supplies for Makers Club - Shared by 3 K-6 programs (STEAM)</li> <li>• Provide supplies/materials for After school programs</li> <li>• Provide an after school Homework Club using an instructional assistant (Pos #463).</li> </ul>	\$5,088.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Offer after school tutoring opportunities</li> <li>• Create and communicate a comprehensive list of district, school, and community resources of after-school enrichment activities.</li> <li>• Coordinate with community organizations and families to increase access to a variety of extracurricular activities.</li> </ul>		
3	Technology	<p>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.</p> <ul style="list-style-type: none"> <li>• Build and maintain technology infrastructure that is reliable and meets the demands of 21st Century technology.</li> <li>• Develop a sustained and reliable social media and website presence.</li> <li>• Provide technology training for teachers and classified staff, particularly around distance learning, technology skills, and online education programs.</li> <li>• Incorporate digital citizenship and technology fluency skills into curricula based on technology standards.</li> <li>• Implement multiple software programs that enhance student learning.</li> <li>• Leverage distance learning.</li> </ul>	\$52,509.00	No
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>	\$42,781.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Establish open and direct lines of communication between families and schools, site and district staff, and students and teachers.</li> <li>Develop a culture that assumes positive intent, particularly when working through difficult situations.</li> <li>Promote a growth mindset.</li> <li>Provide professional learning on how to build a culture of trust in schools and classrooms.</li> </ul> <p>Utilize My Voice Surveys to elicit parents, and students' feedback and input. Outreach worker will support with parent education.</p>		
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.

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

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

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

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

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

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

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

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



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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.71%	233,987

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

## Required Descriptions

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

### 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,
- 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.

#### 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"

## 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). and Professional development for targeted instruction to build proficiency in CCSS and RTI support for students who need academic intervention

### Expected Outcomes

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

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:

- 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.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,622,902.00	\$2,604.00	\$194,931.00	\$71,373.00	\$1,891,810.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,766,762.00	\$125,048.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Classroom Environment & Culture	\$1,193,998.00		\$194,931.00		\$1,388,929.00
1	2	English Learners	Student Engagement	\$18,087.00			\$4,671.00	\$22,758.00
1	3	All	Dynamic Learning Experiences	\$3,148.00	\$2,604.00		\$61,614.00	\$67,366.00
1	4	English Learners Foster Youth Low Income	Curriculum and Pedagogy	\$78,000.00				\$78,000.00
1	5	English Learners	Assessment for Student Learning	\$36,820.00				\$36,820.00
1	6	English Learners Foster Youth Low Income	Professional Learning	\$43,274.00			\$5,088.00	\$48,362.00
1	7	All	Leadership Development					
1	8	English Learners Foster Youth Low Income	Family & Community Engagement	\$160.00				\$160.00
2	1	Foster Youth Low Income	Whole Child Nurturance	\$29,500.00				\$29,500.00
2	2	All	Lifelong Wellness					
2	3	All	Tools for Families					
2	4	All	Safe Environment	\$104,762.00				\$104,762.00
3	1	All	Community Partnerships	\$14,775.00				\$14,775.00
3	2	English Learners Foster Youth Low Income	After School Engagement	\$5,088.00				\$5,088.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	All	Technology	\$52,509.00				\$52,509.00
3	4	English Learners Foster Youth Low Income	School Culture	\$42,781.00				\$42,781.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$253,710.00	\$263,469.00
<b>LEA-wide Total:</b>	\$253,710.00	\$263,469.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Student Engagement	LEA-wide	English Learners	All Schools	\$18,087.00	\$22,758.00
1	4	Curriculum and Pedagogy	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$78,000.00	\$78,000.00
1	5	Assessment for Student Learning	LEA-wide	English Learners	All Schools	\$36,820.00	\$36,820.00
1	6	Professional Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,274.00	\$48,362.00
1	8	Family & Community Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$160.00	\$160.00
2	1	Whole Child Nurturance	LEA-wide	Foster Youth Low Income	All Schools	\$29,500.00	\$29,500.00
3	2	After School Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,088.00	\$5,088.00
3	4	School Culture	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$42,781.00	\$42,781.00

**Annual Update Table Year 1 [2021-22]**

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

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

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

## Introduction and Instructions

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

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

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



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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year



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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

## Expenditure Tables

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

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

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

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

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

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

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

## Agenda Item Summary

<b>Action Item: 8.9    <i>Approval of the 2021-2022 Local Control Accountability Plan and Budget Overview for Parents for the Olivet Elementary Charter School</i></b>
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Special Meeting of: June 16, 2021	<b>Action Item</b>	Report Format: <b>Oral</b>
Attachment:	<b>Local Control Accountability Plan</b>	

**Presented by:** Dr. Steve Charbonneau, Superintendent

**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**

Approve LCAP

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Olivet Charter School

CDS Code: 49708706066344

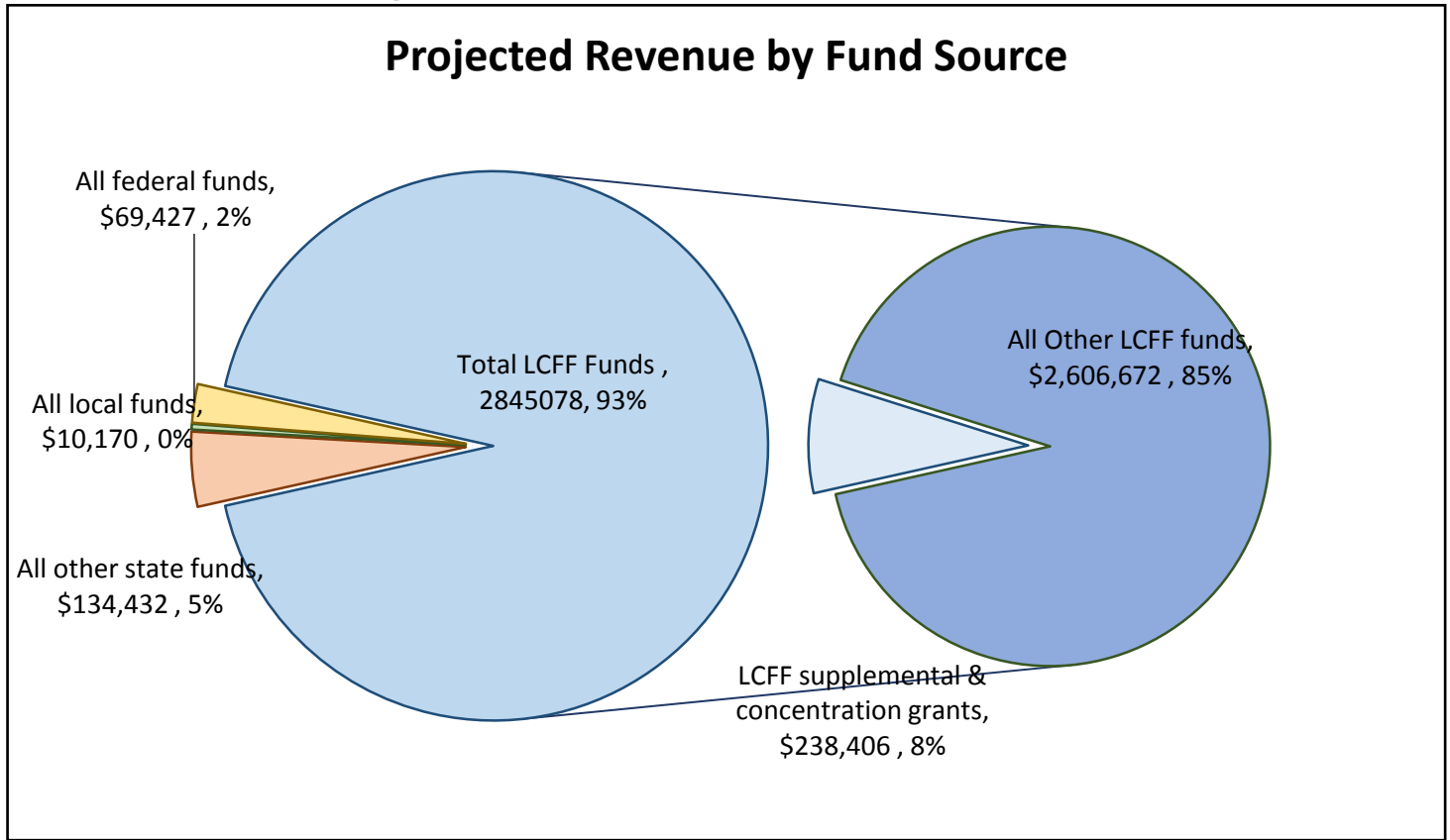
School Year: 2021 – 22

LEA contact information: Kay Vang, CBO (707)522-3008 kvang@pousd.org

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 2021 – 22 School Year

### Projected Revenue by Fund Source

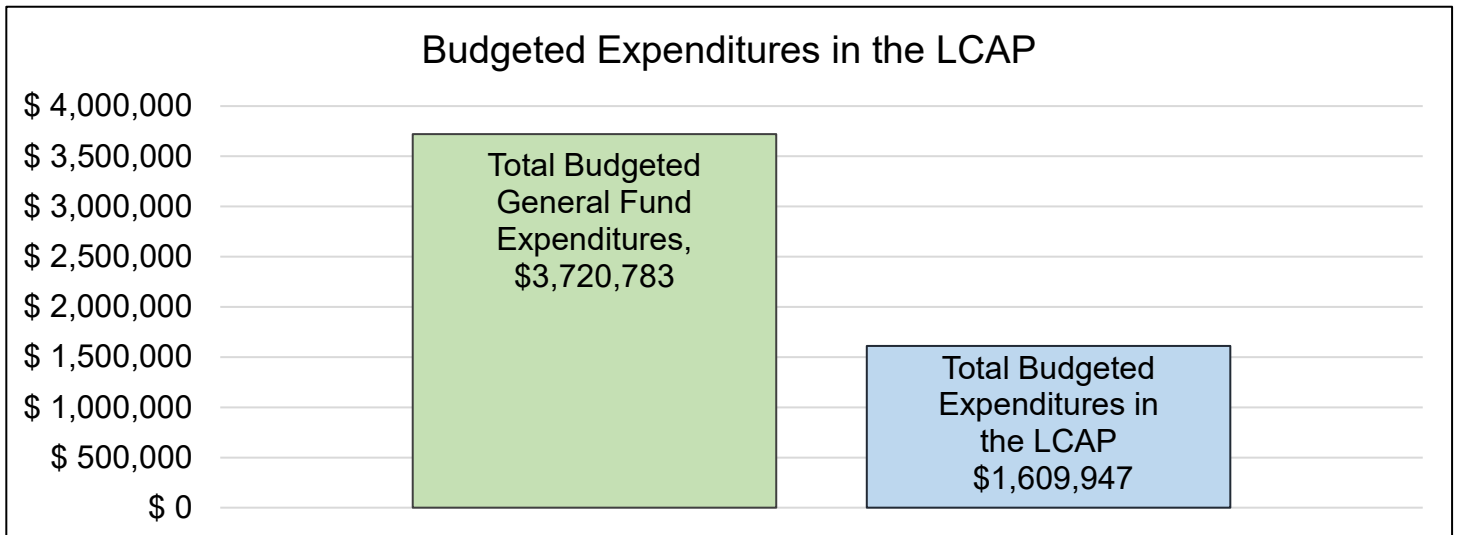


This chart shows the total general purpose revenue Olivet Charter School expects to receive in the coming year from all sources.

The total revenue projected for Olivet Charter School is \$3,059,107.00, of which \$2,845,078.00 is Local Control Funding Formula (LCFF), \$134,432.00 is other state funds, \$10,170.00 is local funds, and \$69,427.00 is federal funds. Of the \$2,845,078.00 in LCFF Funds, \$238,406.00 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 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Olivet Charter School plans to spend \$3,720,783.00 for the 2021 – 22 school year. Of that amount, \$1,609,947.00 is tied to actions/services in the LCAP and \$2,110,836.00 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.

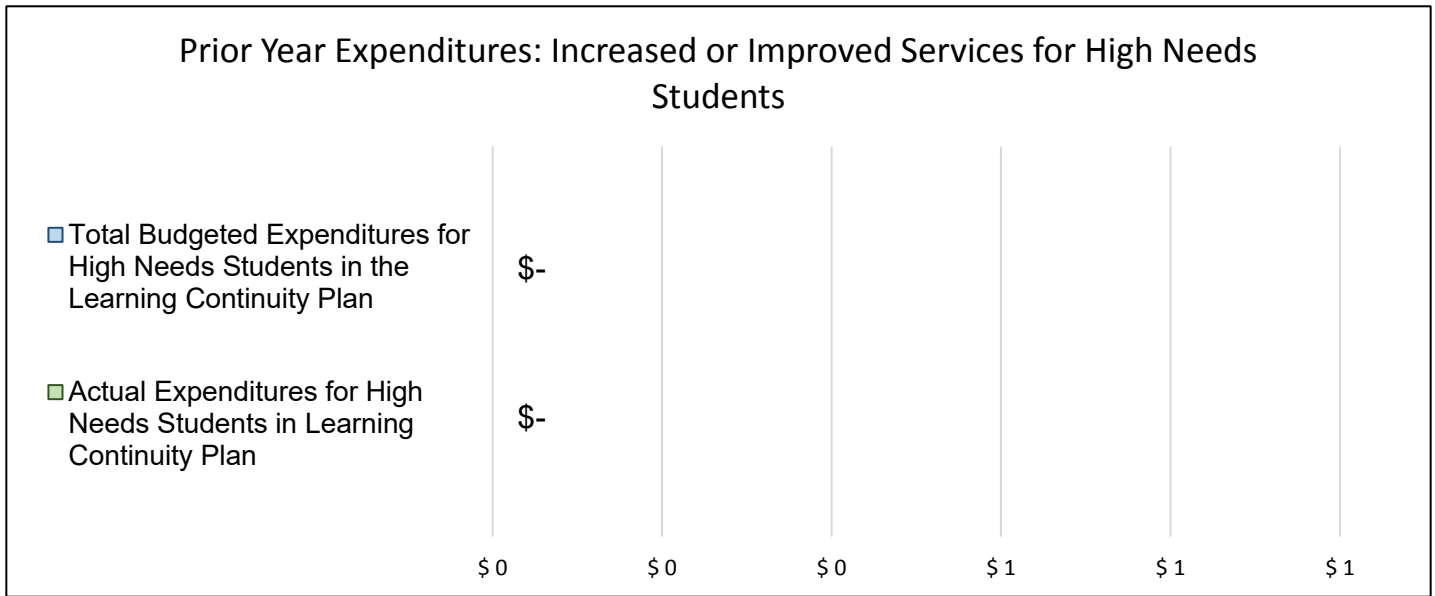
## Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Olivet Charter School is projecting it will receive \$238,406.00 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 \$246,162.00 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 2020 – 21



This chart compares what Olivet Charter School budgeted last year in the Learning Continuity Plan 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.

In 2020 – 21, Olivet Charter School's Learning Continuity Plan budgeted \$0.00 for planned actions to increase or improve services for high needs students. Olivet Charter School actually spent \$0.00 for actions to increase or improve services for high needs students in 2020 – 21.



# 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 School - Piner-Olivet Union School District	Anna Moore Principal	amoore@pousd.org 7075223045

## Plan Summary [2021-22]

### General Information

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

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.

## 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.

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

# Stakeholder Engagement

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

- 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 stakeholder groups.

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 stakeholder input.

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					
ELA Standards Implementation of the Standards (Local Indicator)	PD: Initial Materials: Initial Instruction: Initial				
Math Academic Indicator					
Math Standards Implementation of the Standards (Local Indicator)	PD: Initial Materials: Initial Instruction: Initial				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Progress (CA Dashboard)	2019 Status: ____% Progress Level: __				
ELD Standards Implementation of the Standards (Local Indicator)					
Reclassification Rate	0 students				
Science Standards Implementation of the Standards (Local Indicator)	PD: Explore Materials: Explore Instruction: Explore				
History Standards Implementation of the Standards (Local Indicator)	PD: Explore Materials: Explore Instruction: Explore				
Standards Aligned Materials % of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100%				
Facilities in Good Repair (FIT Report)	100%				
# of Williams Complaints	0				



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				
Broad Course of Study	100%				
Misassignment of teachers	0%				

## Actions

Action #	Title	Description	Total Funds	Contributing
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"> <li>Highly Qualified Principal</li> <li>Highly Qualified Teachers</li> </ul> <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"> <li>Arrange flexible and choice-driven learning environments so that arrangement of room is conducive to and supports learning.</li> <li>Classroom systems and routines facilitate student responsibility, ownership, and independence.</li> <li>Class time is maximized in the service of learning.</li> <li>Co-create purposeful, relevant, accessible learning resources. Students have access to resources in the environment to support their learning and independence.</li> <li>Develop and nurture a community of learners.</li> <li>Classroom norms encourage trust-building, risk-taking, collaboration, and respect for divergent thinking.</li> <li>Foster collaborative conversation and open discourse.</li> </ul>	\$1,082,315.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Classroom interactions reflect high expectations and beliefs about all students' intellectual capabilities and creates a culture of inclusivity, equity, and accountability for learning.</li> </ul>		
2	Student Engagement	<p>Address the needs of English learners and socioeconomically disadvantaged students by providing:</p> <ul style="list-style-type: none"> <li>Intervention materials/supplies (i.e., Rewards, SIPPS)</li> <li>ELD Assistant (Pos #396 &amp; #398 = .108 FTE total)</li> <li>Highly Qualified Teachers</li> </ul> <p>Cultivate learning processes and environments that foster deep engagement, intellectual development, and communication.</p> <ul style="list-style-type: none"> <li>Integrate student voice and choice in learning experiences.</li> <li>Students take ownership of their learning to develop, test, and refine their thinking.</li> <li>Students' classroom work embodies substantive intellectual engagement.</li> <li>Engagement strategies capitalize and build upon students' academic background, life experiences, culture, and language to support rigorous and culturally relevant learning.</li> <li>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.</li> <li>Engagement strategies build on students' strengths and address the needs of English learners and socioeconomically disadvantaged students.</li> </ul>	\$104,690.00	Yes

Action #	Title	Description	Total Funds	Contributing
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"> <li>• Music teacher ( 1 FTE shared between 3 K-6 sites/.25 FTE)</li> <li>• Carnegie Math curriculum</li> <li>• Number Corner/Bridges math curriculum</li> </ul> <ul style="list-style-type: none"> <li>• Focus on strategic yearlong planning that informs units and daily lesson plans.</li> <li>• Utilize both standards-aligned curriculum and multi-disciplinary projects.</li> <li>• Lessons are intentionally linked to other lessons in support of students meeting standards.</li> <li>• Lessons are meaningful and relevant beyond the task at hand, and assist students in learning and applying transferable knowledge and skills.</li> <li>• Learning targets and criteria for success are clearly articulated, linked to standards, embedded in instruction, and understood by students.</li> <li>• Teaching points are based on the teacher's knowledge of students' learning needs in relation to the learning targets.</li> <li>• Create formative learning processes for all students with measurable learning targets.</li> <li>• Develop curricular activities that bridge in-class and online learning with real world applications.</li> </ul>	\$34,288.00	No
4	Curriculum and Pedagogy	<ul style="list-style-type: none"> <li>• Consultation with SCOE ELD Coordinator to develop schoolwide practices to support EL students in all curricular areas</li> <li>• Additional Consulting Services to support EL instruction</li> <li>• Digital and print instructional resources to support Project Based Learning (PBL) for EL students</li> </ul>	\$51,836.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Digital subscriptions to integrate EL strategies</li> <li>• Computer software programs such as Mystery Science and Seesaw</li> <li>• Technology Integration coach ( 1 FTE shared by 3 K-6 schools) to support EL strategies</li> </ul> <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"> <li>• Make decisions and utilize instructional approaches in ways that intentionally support his/her instructional purposes.</li> <li>• 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.</li> <li>• Ensure that instructional materials and strategies are grounded in cultural competency and are geared toward creating an equitable school and classroom environment.</li> <li>• 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.</li> <li>• Lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time.</li> <li>• Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking.</li> <li>• Utilize instructional strategies based on planned and/or in-the-moment decisions, to address individual learning needs.</li> <li>• Provide scaffolds for the learning task that support the development of the targeted concepts and skills and</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<p>gradually releases responsibility, leading to student independence.</p> <ul style="list-style-type: none"> <li>• Design professional development opportunities for certificated and classified staff to support curriculum and pedagogy implementation.</li> </ul>		
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"> <li>• Develop systems in which students assess their own learning and the work of their peers in relation to the learning target.</li> <li>• Create multiple assessment opportunities and expect all students to demonstrate learning.</li> <li>• Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student.</li> <li>• Use observable systems and routines for recording and using student assessment data.</li> <li>• Assessment criteria, methods, and purposes are transparent and match the learning target.</li> <li>• Apply formative assessment data to make in-the-moment instructional adjustments, to modify future lessons, and give targeted feedback to students.</li> </ul> <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"> <li>• Renaissance Learning (STAR Reading &amp; Star Math)</li> <li>• Conduct needs assessment for resources for balanced literacy instruction</li> </ul> <p>Administer CELDT assessment to assess ELD level</p>	\$2,496.00	Yes

Action #	Title	Description	Total Funds	Contributing
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"> <li>• Teacher paid at hourly rate to participate in professional development</li> <li>• Provide subs to release time teachers to participate in professional development</li> <li>• Director of Innovative Learning (.4 FTE) will train staff and support staff on ELD strategies</li> <li>• Participate in Carnegie Math Onsite Academy/Workshop (\$6500 split between 3 elementary sites)</li> <li>• Provide consulting services to support staff professional dev</li> <li>• Provide administrators with materials to support prof dev</li> </ul> <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"> <li>• Include team building activities and norm development in professional development.</li> <li>• Provide professional learning on how to build a culture of trust in schools and classrooms.</li> </ul> <p>Integrate professional development focused on virtual platforms, software, pedagogy, and curriculum within fluid learning environments.</p> <ul style="list-style-type: none"> <li>• Acknowledge and utilize teachers' strengths.</li> <li>• Continue professional development opportunities on equity in education and ensuring all students have access to high-quality learning in a welcoming environment.</li> <li>• Highlight classrooms that employ formative learning practices.</li> <li>• Ground professional learning in student performance and formative learning.</li> </ul>	\$60,989.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Engage in professional learning experiences to develop district-wide guidelines for implementing research based formative learning practices.</li> <li>• Participate in cooperative teams and communities of practice to deepen student learning.</li> <li>• 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.</li> <li>• Create professional development for educators around global awareness and the future world of work</li> <li>• Engage in communities of practice to co-create evidence-based teaching practices to deepen student learning.</li> <li>• Emphasize the formative learning process for students and staff throughout POUSD classrooms, activities, and operations.</li> </ul>		
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"> <li>• Develop, support, and acknowledge teacher leaders to build capacity.</li> <li>• Plan and schedule leadership retreats, meetings, and collaborative work sessions to focus on the Four -Dimensions of Instructional Leadership.</li> <li>• Encourage leadership collaboration such as sharing ideas and resources, and analyzing school data.</li> <li>• Cultivate relationships to build trust-based culture.</li> <li>• Engage in reflection and formative learning cycles.</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
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"> <li>• Provide frequent and clear communication between the school and the broader school community</li> <li>• Utilize online educational programs that reinforce and share student learning.</li> <li>• Involve families in family nights, games, surveys, interviews, and exhibitions.</li> <li>• Communicate student progress, achievements, and struggles through a variety of mediums.</li> <li>• Empower students to communicate their success, challenges, and growth through student led conferences.</li> <li>• Provide all families and the community with opportunities to engage with curriculum.</li> </ul> <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.

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

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

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



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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	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					
Chronic Absenteeism Rate					
Suspension Rate					
Expulsion Rate					
% feel school is welcoming and friendly					
% teachers respect students					
% teachers believe in me and want me to be successful					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% students feel school is safe					

## Actions

Action #	Title	Description	Total Funds	Contributing
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"> <li>• Actively seek to create equity-minded schools that recognize and welcome the diverse backgrounds of our students.</li> <li>• Develop a sense of community and belonging through active family engagement.</li> <li>• Provide a rich Multi-Tiered Systems of Support (MTSS) that addresses the needs of individual students.</li> <li>• Provide opportunities to celebrate our differences.</li> <li>• Nurse</li> <li>• Provide counseling for all students as needed.</li> <li>• SEL curricula integrated in classroom</li> <li>• Encourage site-based focus on Restorative Practices, Toolbox, and Positive Behavioral Interventions and -Supports (PBIS).</li> <li>• Assemblies to encourage</li> <li>• Creating and maintaining a robust PE program that integrates mindfulness and nutrition. (PE Tech)</li> <li>• Assembling a district-wide committee focused on researching, creating, and implementing an improved food -service.</li> <li>• Creating opportunities for students to drive their own learning around fitness and nutrition.</li> <li>• Support teachers in integrating nutrition and exercise learning into classroom curricula.</li> </ul> <p>Provide counseling and health services for foster youth and low-</p>	\$11,291.00	Yes

Action #	Title	Description	Total Funds	Contributing
		income students as needed utilizing Toolbox Consumable materials.		
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"> <li>• Create opportunities for staff to engage in healthy activities and develop a growth mindset.</li> <li>• Support a healthy and balanced lifestyle.</li> <li>• Incorporate mindfulness and community-building activities into professional development and other site activities.</li> <li>• Leverage meetings and day to day connections to build relationships and trust.</li> </ul>		No
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"> <li>• Develop a warm and welcoming school environment where families feel welcome.</li> <li>• Foster ongoing relationships between families and schools.</li> <li>• Strive to cultivate open lines of communication between families and schools.</li> <li>• Create and communicate a comprehensive list of district, school, and community resources.</li> <li>• Develop a series of Parent Education Evenings (district wide): parenting, nutrition, MTSS, Parent University.</li> <li>• Provide various opportunities, at different times of the day, for parents to participate in school activities.</li> </ul>		No

Action #	Title	Description	Total Funds	Contributing
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"> <li>• Cultivate a mindset of shared responsibility for school safety among all stakeholders.</li> <li>• Prioritize and upgrade our facilities plan for older campuses to develop safer and more engaging learning environments.</li> <li>• Restructure facility operations to develop a more cohesive and streamlined School Safety Plan.</li> <li>• Communicate School Safety Plan, practice steps outlined in plan, and follow procedures as developed.</li> </ul> <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>	\$228,472.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
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
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"> <li>• Transportation (school busses) will be provided for students to participate in Off-Campus community learning events (based on \$25/ADA).</li> <li>• 6th grade students will participate in Science Outdoor Education (based on \$180/6th grade students and adults/chaperones).</li> </ul> <ul style="list-style-type: none"> <li>• Expand partnerships with community agencies for social-emotional needs in all schools, civic engagement, and future focused world experiences.</li> <li>• Integrate civic-minded, future-focused and globally-pertinent activities and projects within our curricula.</li> <li>• Enhance curricular learning by connecting students to our broader community.</li> <li>• Provide opportunities for civic involvement and volunteerism at every age.</li> <li>• Invite community members to become involved in our school community.</li> <li>• Leverage community partnerships (e.g. Sonoma County Office of Education) to create stronger school:career connections.</li> </ul>	\$12,400.00	No
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"> <li>• Pay teachers at their hourly rate to provide after school activities for students.</li> <li>• Provide supplies and materials for After-school programs.</li> </ul>	\$6,310.00	



Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Expand after school engagement activities such as assemblies, sports programs, and robotics</li> <li>• Offer after school tutoring opportunities</li> <li>• Create and communicate a comprehensive list of district, school, and community resources of after-school enrichment activities.</li> <li>• Coordinate with community organizations and families to increase access to a variety of extracurricular activities.</li> </ul>		
<b>3</b>	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"> <li>• Build and maintain technology infrastructure that is reliable and meets the demands of 21st Century technology.</li> <li>• Develop a sustained and reliable social media and website presence.</li> <li>• Provide technology training for teachers and classified staff, particularly around distance learning, technology skills, and online education programs.</li> <li>• Incorporate digital citizenship and technology fluency skills into curricula based on technology standards.</li> <li>• Implement multiple software programs that enhance student learning.</li> <li>• Leverage distance learning.</li> </ul>		No
<b>4</b>	School Culture	Co-create a culture of open-hearted and open-minded listening that generates a compassionate and courageous community oriented	\$14,710.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>toward collective action and shared responsibility. Build trust through transparency and honesty.</p> <ul style="list-style-type: none"> <li>• Establish open and direct lines of communication between families and schools, site and district staff, and students and teachers.</li> <li>• Develop a culture that assumes positive intent, particularly when working through difficult situations.</li> <li>• Promote a growth mindset.</li> <li>• Provide professional learning on how to build a culture of trust in schools and classrooms.</li> <li>• Provide opportunities to build relationships through sharing of newsletters, celebrations of staff, and community celebrations.</li> </ul> <p>Utilize My Voice Surveys to elicit parents, and students' feedback and input. Outreach worker (Pos # 299 - .6 FTE &amp; #404 - .2 FTE) will support with parent education.</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.

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.15%	238,406

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

## Required Descriptions

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

### PRINCIPALLY DIRECTED TO SERVE ENGLISH LEARNERS

#### Needs, Conditions, Circumstances:

- 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
- 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.

#### 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 academic indicator results in mathematics and English Language Arts.

## PRINCIPALLY DIRECTED TO SERVE LOW-INCOME AND FOSTER YOUTH STUDENTS

### Needs, Conditions, Circumstances:

- 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 RTI support for students who need academic intervention

### Expected Outcomes

- Decrease the percent of chronically absent low-income students
- Increase academic indicator results in mathematics and English Language Arts.

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 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:

- 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

- 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.

**Total Expenditures Table**

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,564,768.00	\$5,981.00		\$39,198.00	\$1,609,947.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,542,681.00	\$67,266.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Classroom Environment & Culture	\$1,082,315.00				\$1,082,315.00
1	2	English Learners	Student Engagement	\$104,690.00				\$104,690.00
1	3	All	Dynamic Learning Experiences		\$5,981.00		\$28,307.00	\$34,288.00
1	4	English Learners	Curriculum and Pedagogy	\$51,836.00				\$51,836.00
1	5	English Learners Foster Youth Low Income	Assessment for Student Learning	\$2,496.00				\$2,496.00
1	6	English Learners Low Income	Professional Learning	\$60,989.00				\$60,989.00
1	7		Leadership Development					
1	8	English Learners Foster Youth Low Income	Family & Community Engagement	\$150.00				\$150.00
2	1	Foster Youth Low Income	Whole Child Nurturance	\$400.00			\$10,891.00	\$11,291.00
2	2	All	Lifelong Wellness					
2	3	All	Tools for Families					
2	4	All	Safe Environment	\$228,472.00				\$228,472.00
3	1	All	Community Partnerships	\$12,400.00				\$12,400.00
3	2	Foster Youth Low Income	After School Engagement	\$6,310.00				\$6,310.00
3	3	All	Technology					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	English Learners Foster Youth Low Income	School Culture	\$14,710.00				\$14,710.00



## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$235,271.00	\$246,162.00
<b>LEA-wide Total:</b>	\$235,271.00	\$246,162.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Student Engagement	LEA-wide	English Learners	All Schools	\$104,690.00	\$104,690.00
1	4	Curriculum and Pedagogy	LEA-wide	English Learners	All Schools	\$51,836.00	\$51,836.00
1	5	Assessment for Student Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,496.00	\$2,496.00
1	6	Professional Learning	LEA-wide	English Learners Low Income	All Schools	\$60,989.00	\$60,989.00
1	8	Family & Community Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150.00	\$150.00
2	1	Whole Child Nurturance	LEA-wide	Foster Youth Low Income	All Schools	\$400.00	\$11,291.00
3	2	After School Engagement		Foster Youth Low Income	All Schools	\$6,310.00	\$6,310.00
3	4	School Culture	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,710.00	\$14,710.00

**Annual Update Table Year 1 [2021-22]**

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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



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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

## Expenditure Tables

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

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

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

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

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

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

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



## Agenda Item Summary

Action Item: **8.10**    ***Approval of the 2021-2022 Local Control Accountability Plan and Budget Overview for Parents for the Schaefer Charter School***

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Special Meeting of: June 16, 2021      **Action** Item      Report Format:**Oral**

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Attachment:      **Local Control Accountability Plan**

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**Presented by:** Dr. Steve Charbonneau, Superintendent

**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**

Approve LCAP

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Morrice Schaefer Charter School

CDS Code: 49-70870-61-09144

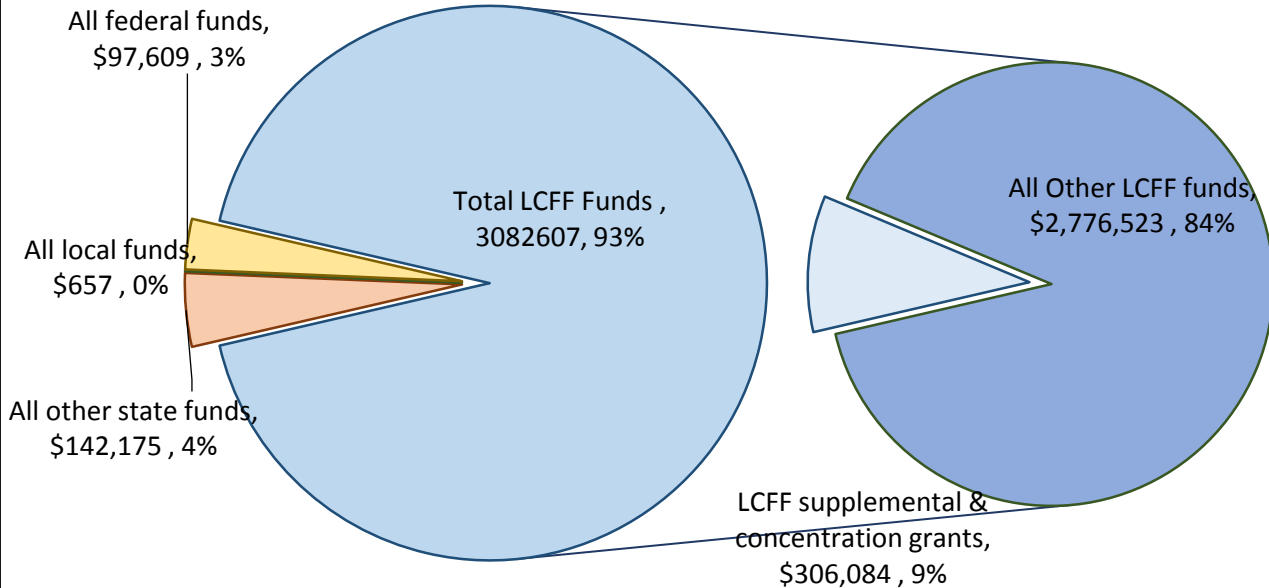
School Year: 2021 – 22

LEA contact information: Kay Vang, CBO (707) 522-3008 kvang@pousd.org

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 2021 – 22 School Year

### Projected Revenue by Fund Source

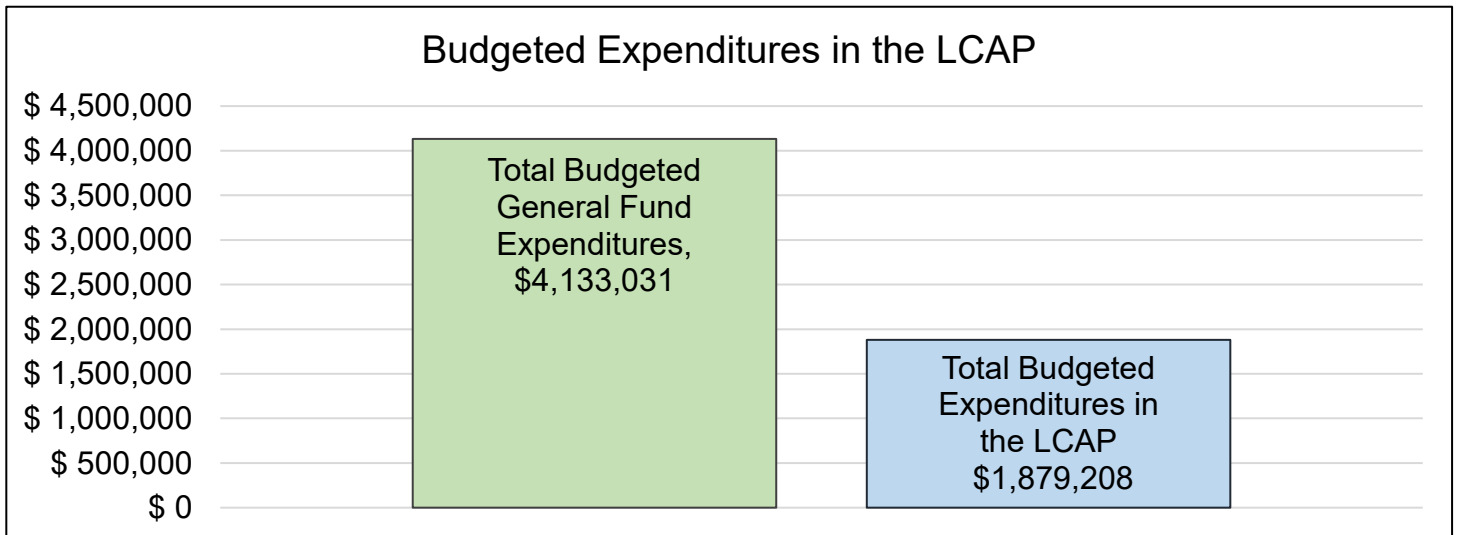


This chart shows the total general purpose revenue Morrice Schaefer Charter School expects to receive in the coming year from all sources.

The total revenue projected for Morrice Schaefer Charter School is \$3,323,048.00, of which \$3,082,607.00 is Local Control Funding Formula (LCFF), \$142,175.00 is other state funds, \$657.00 is local funds, and \$97,609.00 is federal funds. Of the \$3,082,607.00 in LCFF Funds, \$306,084.00 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 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Morrice Schaefer Charter School plans to spend \$4,133,031.00 for the 2021 – 22 school year. Of that amount, \$1,879,208.00 is tied to actions/services in the LCAP and \$2,253,823.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

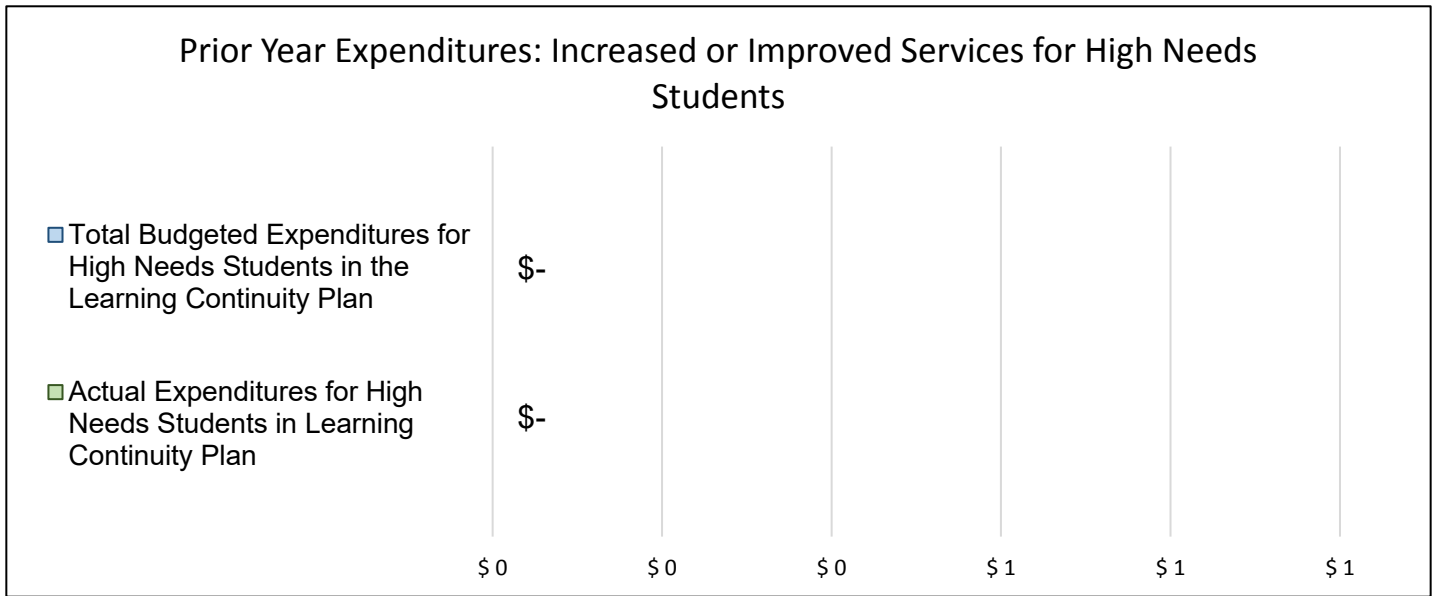
The total expenditures not included in the LCAP amount include such costs as overhead (ie., utilities, maintenance, legal costs, insurance, etc.), contributions, and mandatory contributions.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Morrice Schaefer Charter School is projecting it will receive \$306,084.00 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 \$310,087.00 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 2020 – 21



This chart compares what Morrice Schaefer Charter School budgeted last year in the Learning Continuity Plan 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.

In 2020 – 21, Morrice Schaefer Charter School's Learning Continuity Plan budgeted \$0.00 for planned actions to increase or improve services for high needs students. Morrice Schaefer Charter School actually spent \$0.00 for actions to increase or improve services for high needs students in 2020 – 21.

# 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
Morrice Schaefer Elementary School	Kathy Harris Principal	kharris@pousd.org 707-522-3015

## Plan Summary [2021-22]

### General Information

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

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.

## 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

# Stakeholder Engagement

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

- 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 stakeholder groups.

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 stakeholder input.

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					
ELA Standards Implementation of the Standards (Local Indicator)	PD: Initial Materials: Initial Instruction: Initial				
Math Academic Indicator					
Math Standards Implementation of the Standards (Local Indicator)	PD: Initial Materials: Initial Instruction: Initial				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Progress (CA Dashboard)					
ELD Standards Implementation of the Standards (Local Indicator)	PD: Initial Materials: Initial Instruction: Initial				
Reclassification Rate	0 students				
Science Standards Implementation of the Standards (Local Indicator)	PD: Explore Materials: Explore Instruction: Explore				
History Standards Implementation of the Standards (Local Indicator)	PD: Explore Materials: Explore Instruction: Explore				
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%
Facilities in Good Repair (FIT Report)	100%				100%
# of Williams Complaints	0				0

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				0
Broad Course of Study	100%				100%

## Actions

Action #	Title	Description	Total Funds	Contributing
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"> <li>• Highly Qualified Principal</li> <li>• Highly Qualified Teachers</li> </ul> <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"> <li>• Arrange flexible and choice-driven learning environments so that arrangement of room is conducive to and supports learning.</li> <li>• Classroom systems and routines facilitate student responsibility, ownership, and independence.</li> <li>• Class time is maximized in the service of learning.</li> <li>• Co-create purposeful, relevant, accessible learning resources. Students have access to resources in the environment to support their learning and independence.</li> <li>• Develop and nurture a community of learners.</li> <li>• Classroom norms encourage trust-building, risk-taking, collaboration, and respect for divergent thinking.</li> <li>• Foster collaborative conversation and open discourse.</li> <li>• Classroom interactions reflect high expectations and beliefs about all students' intellectual capabilities and creates a culture of inclusivity, equity, and accountability for learning.</li> </ul>	\$1,297,876.00	No

Action #	Title	Description	Total Funds	Contributing
2	Student Engagement	<p>Address the needs of English learner and socioeconomically disadvantaged students by providing:</p> <ul style="list-style-type: none"> <li>• Intervention materials and supplies (i.e., Rewards, SIPPS, Read Naturally)</li> <li>• ELD Assistant (Pos #396 &amp; #398)</li> <li>• Reading Computer software targeted for EL students</li> </ul> <p>Cultivate learning processes and environments that foster deep engagement, intellectual development, and communication.</p> <ul style="list-style-type: none"> <li>• Integrate student voice and choice in learning experiences.</li> <li>• Students take ownership of their learning to develop, test, and refine their thinking.</li> <li>• Students' classroom work embodies substantive intellectual engagement.</li> <li>• Engagement strategies capitalize and build upon students' academic background, life experiences, culture, and language to support rigorous and culturally relevant learning.</li> <li>• 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.</li> <li>• Engagement strategies build on students' strengths and address the needs of English learners and socioeconomically disadvantaged students.</li> </ul>	\$160,932.00	Yes
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"> <li>• Music teacher ( 1 FTE shared between 3 K-6 sites)</li> </ul>	\$30,911.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Carnegie Math curriculum</li> <li>• Focus on strategic yearlong planning that informs units and daily lesson plans.</li> <li>• Utilize both standards-aligned curriculum and multi-disciplinary projects.</li> <li>• Lessons are intentionally linked to other lessons in support of students meeting standards.</li> <li>• Lessons are meaningful and relevant beyond the task at hand, and assist students in learning and applying transferable knowledge and skills.</li> <li>• Learning targets and criteria for success are clearly articulated, linked to standards, embedded in instruction, and understood by students.</li> <li>• Teaching points are based on the teacher's knowledge of students' learning needs in relation to the learning targets.</li> <li>• Create formative learning processes for all students with measurable learning targets.</li> <li>• Develop curricular activities that bridge in-class and online learning with real world applications.</li> </ul>		
4	Curriculum and Pedagogy	<ul style="list-style-type: none"> <li>• Consultation with SCOE ELD Coordinator to develop schoolwide practices to support EL students in all curricular areas</li> <li>• Utilize Digital and print instructional resources to support Project Base Learning (PBL) with a focus on ELD strategies</li> <li>• Utilized curriculum such as Mystery Science, Seesaw, Number Corner/Bridges to support EL students</li> <li>• Utilize Computer software to support UP pupils</li> <li>• Technology Integration coach ( 1 FTE shared by 3 K-6 schools) will support ELD implementation</li> </ul>	\$45,613.00	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"> <li>• Make decisions and utilize instructional approaches in ways that intentionally support his/her instructional purposes.</li> <li>• 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.</li> <li>• Ensure that instructional materials and strategies are grounded in cultural competency and are geared toward creating an equitable school and classroom environment.</li> <li>• 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.</li> <li>• Lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time.</li> <li>• Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking.</li> <li>• Utilize instructional strategies based on planned and/or in-the-moment decisions, to address individual learning needs.</li> <li>• Provide scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence.</li> <li>• Design professional development opportunities for certificated and classified staff to support curriculum and pedagogy implementation.</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
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"> <li>• Develop systems in which students assess their own learning and the work of their peers in relation to the learning target.</li> <li>• Create multiple assessment opportunities and expect all students to demonstrate learning.</li> <li>• Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student.</li> <li>• Use observable systems and routines for recording and using student assessment data.</li> <li>• Assessment criteria, methods, and purposes are transparent and match the learning target.</li> </ul> <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"> <li>• Renaissance Learning (STAR Reading &amp; Star Math)</li> </ul> <p>Administer CELDT assessment to assess ELD level.</p>	\$6,000.00	Yes
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"> <li>• Pay teachers at their hourly rate to participate in professional learning</li> <li>• Provide subs to release teachers to participate in professional learning</li> <li>• Carnegie Math Onsite Academy/Workshop (\$6500 split between 3 elementary sites)</li> <li>• Utilize Consulting services to provide professional development with a focus on ELD strategies</li> </ul>	\$11,067.00	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"> <li>• Include team building activities and norm development in professional development.</li> <li>• Provide professional learning on how to build a culture of trust in schools and classrooms.</li> </ul> <p>Integrate professional development focused on virtual platforms, software, pedagogy, and curriculum within fluid learning environments.</p> <ul style="list-style-type: none"> <li>• Acknowledge and utilize teachers' strengths.</li> <li>• Continue professional development opportunities on equity in education and ensuring all students have access to high-quality learning in a welcoming environment.</li> <li>• Highlight classrooms that employ formative learning practices.</li> <li>• Ground professional learning in student performance and formative learning.</li> <li>• Engage in professional learning experiences to develop district-wide guidelines for implementing research based formative learning practices.</li> <li>• Participate in cooperative teams and communities of practice to deepen student learning.</li> <li>• 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.</li> <li>• Create professional development for educators around global awareness and the future world of work</li> <li>• Engage in communities of practice to co-create evidence-based teaching practices to deepen student learning.</li> <li>• Emphasize the formative learning process for students and staff throughout POUSD classrooms, activities, and operations.</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
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"> <li>• Develop, support, and acknowledge teacher leaders to build capacity.</li> <li>• Plan and schedule leadership retreats, meetings, and collaborative work sessions to focus on the Four -Dimensions of Instructional Leadership.</li> <li>• Encourage leadership collaboration such as sharing ideas and resources, and analyzing school data.</li> <li>• Cultivate relationships to build trust-based culture.</li> <li>• Engage in reflection and formative learning cycles.</li> </ul>		No
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"> <li>• Utilize online educational programs that reinforce and share student learning.</li> <li>• Involve families in family nights, games, surveys, interviews, and exhibitions.</li> <li>• Communicate student progress, achievements, and struggles through a variety of mediums.</li> <li>• Empower students to communicate their success, challenges, and growth through student led conferences.</li> <li>• Provide all families and the community with opportunities to engage with curriculum.</li> </ul> <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.

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	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					
Chronic Absenteeism Rate					
Suspension Rate					
Expulsion Rate					
% feel school is welcoming and friendly					
% teachers respect students					
% teachers believe in me and want me to be successful					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% students feel school is safe					

## Actions

Action #	Title	Description	Total Funds	Contributing
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"> <li>• Actively seek to create equity-minded schools that recognize and welcome the diverse backgrounds of our students.</li> <li>• Develop a sense of community and belonging through active family engagement.</li> <li>• Provide a rich Multi-Tiered Systems of Support (MTSS) that addresses the needs of individual students.</li> <li>• Provide opportunities to celebrate our differences.</li> <li>• Nurse</li> <li>• Provide counseling for all students as needed.</li> <li>• SEL curricula integrated in classroom</li> <li>• Encourage site-based focus on Restorative Practices, Toolbox, and Positive Behavioral Interventions and -Supports (PBIS).</li> <li>• Assemblies to encourage</li> <li>• Creating and maintaining a robust PE program that integrates mindfulness and nutrition. (PE Tech)</li> <li>• Assembling a district-wide committee focused on researching, creating, and implementing an improved food -service.</li> <li>• Creating opportunities for students to drive their own learning around fitness and nutrition.</li> <li>• Support teachers in integrating nutrition and exercise learning into classroom curricula.</li> </ul> <p>Provide counseling and health services for foster youth and low-</p>	\$66,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
		income students as needed utilizing Toolbox Consumable materials.		
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"> <li>• Create opportunities for staff to engage in healthy activities and develop a growth mindset.</li> <li>• Support a healthy and balanced lifestyle.</li> <li>• Incorporate mindfulness and community-building activities into professional development and other site activities.</li> <li>• Leverage meetings and day to day connections to build relationships and trust.</li> </ul>		No
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"> <li>• Develop a warm and welcoming school environment where families feel welcome.</li> <li>• Foster ongoing relationships between families and schools.</li> <li>• Strive to cultivate open lines of communication between families and schools.</li> <li>• Create and communicate a comprehensive list of district, school, and community resources.</li> <li>• Develop a series of Parent Education Evenings (district wide): parenting, nutrition, MTSS, Parent University.</li> <li>• Provide various opportunities, at different times of the day, for parents to participate in school activities.</li> </ul>		No

Action #	Title	Description	Total Funds	Contributing
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"> <li>• Cultivate a mindset of shared responsibility for school safety among all stakeholders.</li> <li>• Prioritize and upgrade our facilities plan for older campuses to develop safer and more engaging learning environments.</li> <li>• Restructure facility operations to develop a more cohesive and streamlined School Safety Plan.</li> <li>• Communicate School Safety Plan, practice steps outlined in plan, and follow procedures as developed.</li> </ul> <p>Maintenance/custodial staff will ensure maintenance repairs and be provided with necessary supplies.</p> <p>Yard duty supervisor and Bus Duty supervisors will supervise students during non-instructional time to ensure school safety.</p>	\$223,334.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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



# Goals and Actions

## Goal

Goal #	Description
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
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"> <li>• Transportation will be provided for off-Campus community learning events (based on \$25x 323ADA).</li> <li>• 6th grade students will participate in Science Outdoor Education (based on \$180/6th grade students and adults/chaperones).</li> </ul> <ul style="list-style-type: none"> <li>• Expand partnerships with community agencies for social-emotional needs in all schools, civic engagement, and future focused world experiences.</li> <li>• Integrate civic-minded, future-focused and globally-pertinent activities and projects within our curricula.</li> <li>• Enhance curricular learning by connecting students to our broader community.</li> <li>• Provide opportunities for civic involvement and volunteerism at every age.</li> <li>• Invite community members to become involved in our school community.</li> <li>• Leverage community partnerships (e.g. Sonoma County Office of Education) to create stronger school:career connections.</li> </ul>	\$17,000.00	No
2	After School Engagement	<p>Offer engaging and age appropriate enrichment opportunities outside of regular school hours:</p> <ul style="list-style-type: none"> <li>• Provide supplies for After-school programs</li> <li>• Provide teachers with extra hours to implement after school activities.</li> </ul>	\$5,123.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Expand after school engagement activities such as assemblies, sports programs, and robotics</li> <li>• Offer after school tutoring opportunities</li> <li>• Create and communicate a comprehensive list of district, school, and community resources of after-school enrichment activities.</li> <li>• Coordinate with community organizations and families to increase access to a variety of extracurricular activities.</li> </ul>		
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"> <li>• Build and maintain technology infrastructure that is reliable and meets the demands of 21st Century technology.</li> <li>• Develop a sustained and reliable social media and website presence.</li> <li>• Provide technology training for teachers and classified staff, particularly around distance learning, technology skills, and online education programs.</li> <li>• Incorporate digital citizenship and technology fluency skills into curricula based on technology standards.</li> <li>• Implement multiple software programs that enhance student learning.</li> <li>• Leverage distance learning.</li> </ul> <p>Utilize My Voice Surveys to elicit parents and students' feedback and input. Outreach worker will with support parent education.</p>	\$14,952.00	Yes

Action #	Title	Description	Total Funds	Contributing
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"> <li>• Establish open and direct lines of communication between families and schools, site and district staff, and students and teachers.</li> <li>• Develop a culture that assumes positive intent, particularly when working through difficult situations.</li> <li>• Promote a growth mindset.</li> <li>• Provide professional learning on how to build a culture of trust in schools and classrooms.</li> <li>• Provide opportunities to build relationships through sharing of newsletters, celebrations of staff, and community celebrations.</li> </ul>		

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
11.02%	306,084

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

## Required Descriptions

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

### PRINCIPALLY DIRECTED TO SERVE ENGLISH LEARNERS

#### Needs, Conditions, Circumstances:

- 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 and 4 students in 2019-2020,
- 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.

#### Expected Outcomes

- Decrease each year in the percent of LTEL students (Long Term English Learner)
- 3% increase each year of students who are making making progress on the ELPAC as determined by the "English Learner Progress Indicator"

## PRINCIPALLY DIRECTED TO SERVE LOW-INCOME AND FOSTER YOUTH STUDENTS

### Needs, Conditions, Circumstances:

- 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). and Professional development for targeted instruction to build proficiency in CCSS and RTI support for students who need academic intervention

### Expected Outcomes

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

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 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:

- 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.





## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,848,297.00	\$2,604.00		\$28,307.00	\$1,879,208.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,802,700.00	\$76,508.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Classroom Environment & Culture	\$1,297,876.00				\$1,297,876.00
1	2	English Learners Low Income	Student Engagement	\$160,932.00				\$160,932.00
1	3	All	Dynamic Learning Experiences		\$2,604.00		\$28,307.00	\$30,911.00
1	4	English Learners	Curriculum and Pedagogy	\$45,613.00				\$45,613.00
1	5	English Learners	Assessment for Student Learning	\$6,000.00				\$6,000.00
1	6	English Learners	Professional Learning	\$11,067.00				\$11,067.00
1	7	All	Leadership Development					
1	8	English Learners Foster Youth Low Income	Family & Community Engagement	\$150.00				\$150.00
2	1	Foster Youth Low Income	Whole Child Nurturance	\$66,250.00				\$66,250.00
2	2	All	Lifelong Wellness					
2	3	All	Tools for Families					
2	4	All	Safe Environment	\$223,334.00				\$223,334.00
3	1	All	Community Partnerships	\$17,000.00				\$17,000.00
3	2	English Learners Foster Youth Low Income	After School Engagement	\$5,123.00				\$5,123.00
3	3	English Learners Foster Youth Low Income	Technology	\$14,952.00				\$14,952.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4		School Culture					

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$310,087.00	\$310,087.00
<b>LEA-wide Total:</b>	\$310,087.00	\$310,087.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Student Engagement	LEA-wide	English Learners Low Income	All Schools	\$160,932.00	\$160,932.00
1	4	Curriculum and Pedagogy	LEA-wide	English Learners	All Schools	\$45,613.00	\$45,613.00
1	5	Assessment for Student Learning	LEA-wide	English Learners	All Schools	\$6,000.00	\$6,000.00
1	6	Professional Learning	LEA-wide	English Learners	All Schools	\$11,067.00	\$11,067.00
1	8	Family & Community Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150.00	\$150.00
2	1	Whole Child Nurturance	LEA-wide	Foster Youth Low Income	All Schools	\$66,250.00	\$66,250.00
3	2	After School Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,123.00	\$5,123.00
3	3	Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,952.00	\$14,952.00

**Annual Update Table Year 1 [2021-22]**

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

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

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### Local Control and Accountability Plan:

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

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



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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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



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

## Expenditure Tables

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

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

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

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

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

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

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

## Agenda Item Summary

Action Item: **8.11 Approval of the 2021-2022 Local Control Accountability Plan and Budget Overview for Parents for the Piner-Olivet Charter School**

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Special Meeting of: June 16, 2021	Action Item	Report Format: <b>Oral</b>
Attachment :	<b>Local Control Accountability Plan</b>	

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**Presented by:** Dr. Steve Charbonneau, Superintendent

### **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 School 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**

Approve LCAP

# LCFF Budget Overview for Parents

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

CDS Code: 49-70870-61-13492

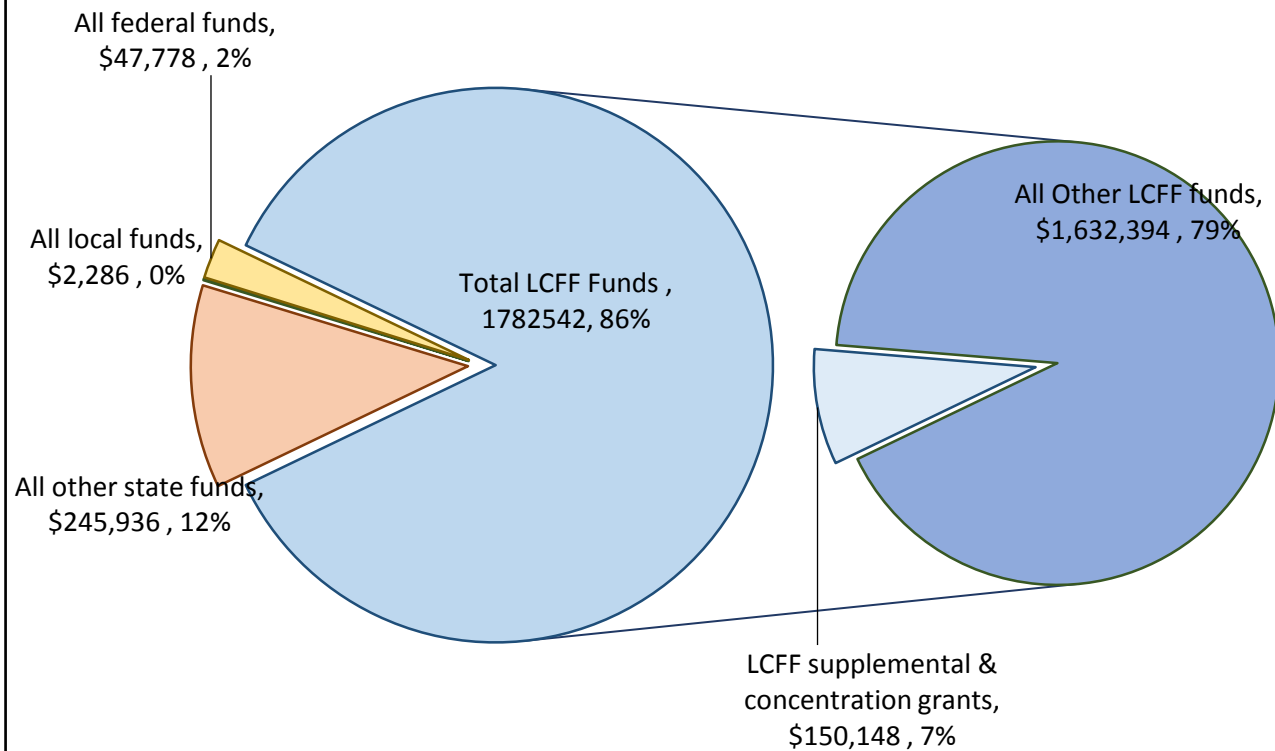
School Year: 2021 – 22

LEA contact information: Kay Vang, CBO (707)522-3008 kvang@pousd.org

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 2021 – 22 School Year

### Projected Revenue by Fund Source

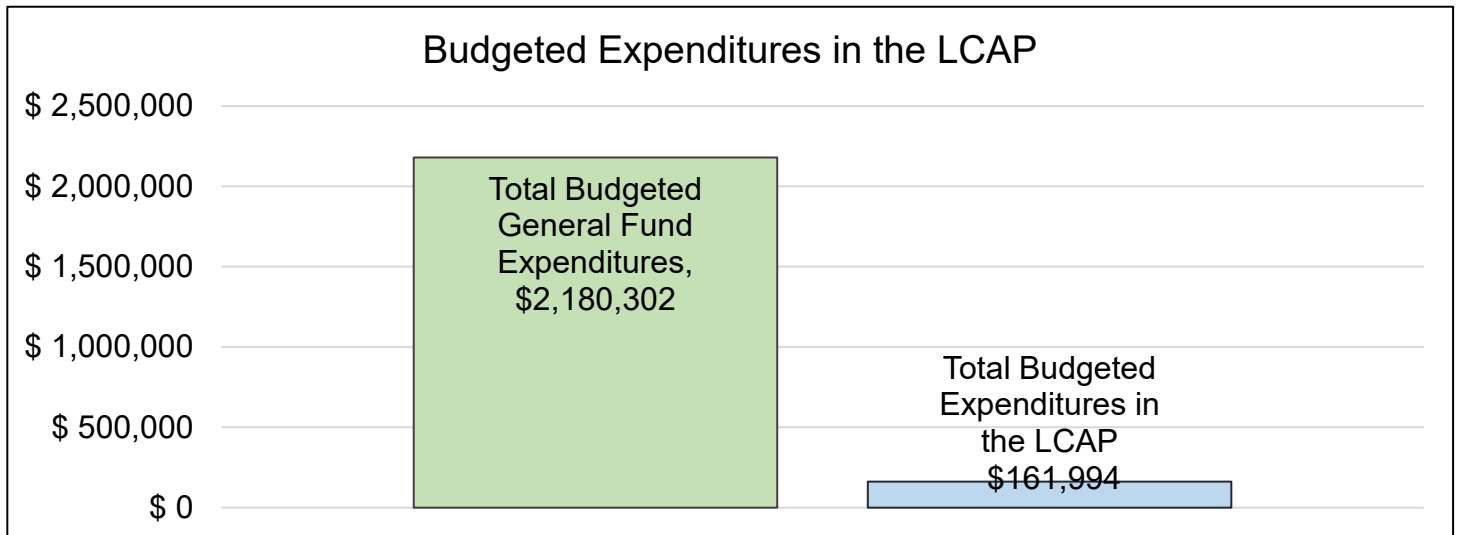


This chart shows the total general purpose revenue Piner-Olivet Charter School expects to receive in the coming year from all sources.

The total revenue projected for Piner-Olivet Charter School is \$2,078,542.00, of which \$1,782,542.00 is Local Control Funding Formula (LCFF), \$245,936.00 is other state funds, \$2,286.00 is local funds, and \$47,778.00 is federal funds. Of the \$1,782,542.00 in LCFF Funds, \$150,148.00 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 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Piner-Olivet Charter School plans to spend \$2,180,302.00 for the 2021 – 22 school year. Of that amount, \$161,994.00 is tied to actions/services in the LCAP and \$2,018,308.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

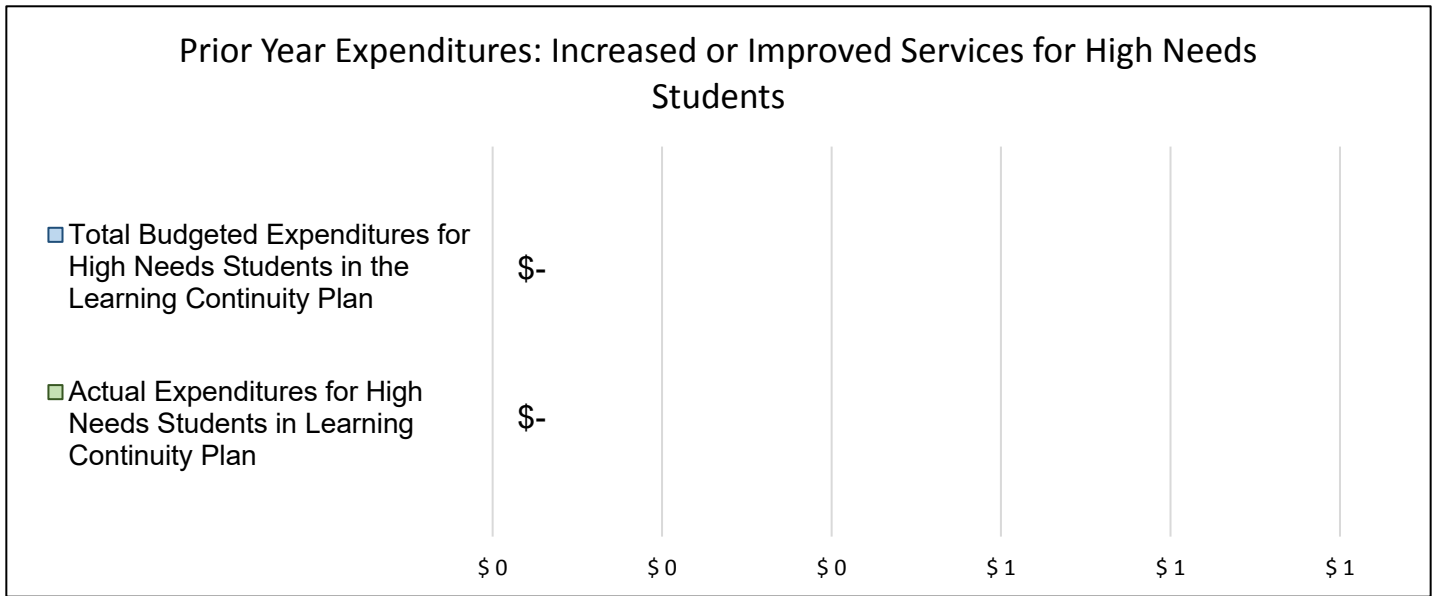
The total expenditures not included in the LCAP amount include such costs as overhead (ie., utilities, maintenance, legal costs, insurance, etc.), contributions, and mandatory contributions.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Piner-Olivet Charter School is projecting it will receive \$150,148.00 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 \$217,264.00 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 2020 – 21



This chart compares what Piner-Olivet Charter School budgeted last year in the Learning Continuity Plan 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.

In 2020 – 21, Piner-Olivet Charter School's Learning Continuity Plan budgeted \$0.00 for planned actions to increase or improve services for high needs students. Piner-Olivet Charter School actually spent \$0.00 for actions to increase or improve services for high needs students in 2020 – 21.

# 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 - Piner-Olivet Union School District	Kirsten Sanft Principal	kwofford@pousd.org 707-522-3310

## Plan Summary [2021-22]

### General Information

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

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.

## 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.

## 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

# Stakeholder Engagement

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

- 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 stakeholder groups.

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 stakeholder input.

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					
ELA Standards Implementation of the Standards (Local Indicator)	PD: Initial Materials: Initial Instruction: Initial				
Math Academic Indicator					
Math Standards Implementation of the Standards (Local Indicator)	PD: Initial Materials: Initial Instruction: Initial				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Progress (CA Dashboard)	Status: 61% Progress Level: High				
ELD Standards Implementation of the Standards (Local Indicator)					
Reclassification Rate					
Science Standards Implementation of the Standards (Local Indicator)	PD: Explore Materials: Explore Instruction: Explore				
History Standards Implementation of the Standards (Local Indicator)	PD: Explore Materials: Explore Instruction: Explore				
Standards Aligned Materials % of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100%				
Facilities in Good Repair (FIT Report)	100%				
# of Williams Complaints	0				

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				
Broad Course of Study	100%				
Misassignment of teachers	0%				

## Actions

Action #	Title	Description	Total Funds	Contributing
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"> <li>• Utilize Pillars of Character Consumable Materials</li> <li>• Director of Special Education (.80 FTE district-wide POCS Share)</li> <li>• POCS Share of Special Ed Encroachment</li> <li>• High Qualified Principal Appropriately Assigned</li> <li>• Highly Qualified Teachers Appropriately Assigned</li> </ul> <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"> <li>• Arrange flexible and choice-driven learning environments so that arrangement of room is conducive to and supports learning.</li> <li>• Classroom systems and routines facilitate student responsibility, ownership, and independence.</li> <li>• Class time is maximized in the service of learning.</li> </ul>	\$902,484.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Co-create purposeful, relevant, accessible learning resources. Students have access to resources in the environment to support their learning and independence.</li> <li>• Develop and nurture a community of learners.</li> <li>• Classroom norms encourage trust-building, risk-taking, collaboration, and respect for divergent thinking.</li> <li>• Foster collaborative conversation and open discourse.</li> <li>• Classroom interactions reflect high expectations and beliefs about all students' intellectual capabilities and creates a culture of inclusivity, equity, and accountability for learning.</li> </ul>		
2	Student Engagement	<p>Address the needs of English Learners and socioeconomically disadvantaged students by providing:</p> <ul style="list-style-type: none"> <li>• 4 Program Assistants for academic support classes</li> <li>• Provide ELD/Intervention Materials</li> <li>• Provide Professional development for ELL strategies (SCOE)</li> <li>• Utilize Renaissance T-shirts, certificates, plaques, and other recognition materials</li> </ul> <p>Cultivate learning processes and environments that foster deep engagement, intellectual development, and communication.</p> <ul style="list-style-type: none"> <li>• Integrate student voice and choice in learning experiences.</li> <li>• Students take ownership of their learning to develop, test, and refine their thinking.</li> <li>• Students' classroom work embodies substantive intellectual engagement.</li> <li>• Engagement strategies capitalize and build upon students' academic background, life experiences, culture, and language to support rigorous and culturally relevant learning.</li> <li>• 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.</li> </ul>	\$184,014.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Engagement strategies build on students' strengths and address the needs of English learners and socioeconomically disadvantaged students.</li> </ul>		
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"> <li>Supplies and materials, printer ink</li> <li>WeVideo video editing tool annual subscription</li> <li>Summer School - Program Assistants (June 14 - July 9, 2021)</li> </ul> <ul style="list-style-type: none"> <li>Focus on strategic yearlong planning that informs units and daily lesson plans.</li> <li>Utilize both standards-aligned curriculum and multi-disciplinary projects.</li> <li>Lessons are intentionally linked to other lessons in support of students meeting standards.</li> <li>Lessons are meaningful and relevant beyond the task at hand, and assist students in learning and applying transferable knowledge and skills.</li> <li>Learning targets and criteria for success are clearly articulated, linked to standards, embedded in instruction, and understood by students.</li> <li>Teaching points are based on the teacher's knowledge of students' learning needs in relation to the learning targets.</li> <li>Create formative learning processes for all students with measurable learning targets.</li> <li>Develop curricular activities that bridge in-class and online learning with real world applications.</li> </ul>	\$4,700.00	Yes



Action #	Title	Description	Total Funds	Contributing
4	Curriculum and Pedagogy	<p>Adopt and 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.</p> <ul style="list-style-type: none"> <li>• Provide training / Professional Development Registration and Other Costs for Certificated and Classified Staff</li> <li>• SCOE and other workshops for certificated and classified staff</li> <li>• Professional Development consulting services</li> </ul> <ul style="list-style-type: none"> <li>• Make decisions and utilize instructional approaches in ways that intentionally support his/her instructional purposes.</li> <li>• 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.</li> <li>• Ensure that instructional materials and strategies are grounded in cultural competency and are geared toward creating an equitable school and classroom environment.</li> <li>• 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.</li> <li>• Lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time.</li> <li>• Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking.</li> <li>• Utilize instructional strategies based on planned and/or in-the-moment decisions, to address individual learning needs.</li> <li>• Provide scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence.</li> </ul>	\$28,527.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Design professional development opportunities for certificated and classified staff to support curriculum and pedagogy implementation.</li> </ul>		
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"> <li>Develop systems in which students assess their own learning and the work of their peers in relation to the learning target.</li> <li>Create multiple assessment opportunities and expect all students to demonstrate learning.</li> <li>Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student.</li> <li>Use observable systems and routines for recording and using student assessment data.</li> <li>Assessment criteria, methods, and purposes are transparent and match the learning target.</li> </ul> <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"> <li>Benchmark subscriptions - STAR Renaissance, Illuminate</li> </ul>	\$1,500.00	No
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"> <li>Provide Substitutes for teachers to participate in professional development</li> </ul>	\$5,250.00	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"> <li>• Include team building activities and norm development in professional development.</li> <li>• Provide professional learning on how to build a culture of trust in schools and classrooms.</li> </ul> <p>Integrate professional development focused on virtual platforms, software, pedagogy, and curriculum within fluid learning environments.</p> <ul style="list-style-type: none"> <li>• Acknowledge and utilize teachers’ strengths.</li> <li>• Continue professional development opportunities on equity in education and ensuring all students have access to high-quality learning in a welcoming environment.</li> <li>• Highlight classrooms that employ formative learning practices.</li> <li>• Ground professional learning in student performance and formative learning.</li> <li>• Engage in professional learning experiences to develop district-wide guidelines for implementing research based formative learning practices.</li> <li>• Participate in cooperative teams and communities of practice to deepen student learning.</li> <li>• 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.</li> <li>• Create professional development for educators around global awareness and the future world of work</li> <li>• Engage in communities of practice to co-create evidence-based teaching practices to deepen student learning.</li> <li>• Emphasize the formative learning process for students and staff throughout POUSD classrooms, activities, and operations.</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
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"> <li>• Develop, support, and acknowledge teacher leaders to build capacity.</li> <li>• Plan and schedule leadership retreats, meetings, and collaborative work sessions to focus on the Four -Dimensions of Instructional Leadership.</li> <li>• Encourage leadership collaboration such as sharing ideas and resources, and analyzing school data.</li> <li>• Cultivate relationships to build trust-based culture.</li> <li>• Engage in reflection and formative learning cycles.</li> </ul>		No
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 using Annual subscriptions such as Weebly and Bright Arrow.</p> <ul style="list-style-type: none"> <li>• Provide a teacher with extra pay to be the Yearbook Advisor and work on the school yearbook.</li> <li>• Provide frequent and clear communication between the school and the broader school community</li> <li>• Utilize online educational programs that reinforce and share student learning.</li> <li>• Involve families in family nights, games, surveys, interviews, and exhibitions.</li> <li>• Communicate student progress, achievements, and struggles through a variety of mediums.</li> <li>• Empower students to communicate their success, challenges, and growth through student led conferences.</li> <li>• Provide all families and the community with opportunities to engage with curriculum.</li> </ul>	\$4,500.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
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					
Chronic Absenteeism Rate					
Suspension Rate					
Expulsion Rate					
% feel school is welcoming and friendly					
% teachers respect students					
% teachers believe in me and want me to be successful					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% students feel school is safe					

## Actions

Action #	Title	Description	Total Funds	Contributing
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"> <li>• Actively seek to create equity-minded schools that recognize and welcome the diverse backgrounds of our students.</li> <li>• Develop a sense of community and belonging through active family engagement.</li> <li>• Provide a rich Multi-Tiered Systems of Support (MTSS) that addresses the needs of individual students.</li> <li>• Provide opportunities to celebrate our differences.</li> <li>• Nurse</li> <li>• Provide counseling for all students as needed.</li> <li>• SEL curricula integrated in classroom</li> <li>• Encourage site-based focus on Restorative Practices, Toolbox, and Positive Behavioral Interventions and -Supports (PBIS).</li> <li>• Assemblies to encourage</li> <li>• Creating and maintaining a robust PE program that integrates mindfulness and nutrition. (PE Tech)</li> <li>• Assembling a district-wide committee focused on researching, creating, and implementing an improved food -service.</li> <li>• Creating opportunities for students to drive their own learning around fitness and nutrition.</li> <li>• Support teachers in integrating nutrition and exercise learning into classroom curricula.</li> </ul> <p>Providing counseling services for foster youth and low-income students as needed.</p>	\$22,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
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"> <li>• Create opportunities for staff to engage in healthy activities and develop a growth mindset.</li> <li>• Support a healthy and balanced lifestyle.</li> <li>• Incorporate mindfulness and community-building activities into professional development and other site activities.</li> <li>• Leverage meetings and day to day connections to build relationships and trust.</li> </ul>		
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"> <li>• Develop a warm and welcoming school environment where families feel welcome.</li> <li>• Foster ongoing relationships between families and schools.</li> <li>• Strive to cultivate open lines of communication between families and schools.</li> <li>• Create and communicate a comprehensive list of district, school, and community resources.</li> <li>• Develop a series of Parent Education Evenings (district wide): parenting, nutrition, MTSS, Parent University.</li> <li>• Provide various opportunities, at different times of the day, for parents to participate in school activities.</li> </ul>		



Action #	Title	Description	Total Funds	Contributing
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"> <li>• Cultivate a mindset of shared responsibility for school safety among all stakeholders.</li> <li>• Prioritize and upgrade our facilities plan for older campuses to develop safer and more engaging learning environments.</li> <li>• Restructure facility operations to develop a more cohesive and streamlined School Safety Plan.</li> <li>• Communicate School Safety Plan, practice steps outlined in plan, and follow procedures as developed.</li> </ul> <p>Maintenance/custodial staff will be provided with necessary supplies to ensure a safe school environment.</p>	\$4,419.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
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
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"> <li>• Transportation will be provided for student for Community Building &amp; Incentive Field Trips</li> <li>• Provide Career Day Supplies and Materials - Every Other Year</li> </ul> <ul style="list-style-type: none"> <li>• Expand partnerships with community agencies for social-emotional needs in all schools, civic engagement, and future focused world experiences.</li> <li>• Integrate civic-minded, future-focused and globally-pertinent activities and projects within our curricula.</li> <li>• Enhance curricular learning by connecting students to our broader community.</li> <li>• Provide opportunities for civic involvement and volunteerism at every age.</li> <li>• Invite community members to become involved in our school community.</li> <li>• Leverage community partnerships (e.g. Sonoma County Office of Education) to create stronger school:career connections.</li> </ul>	\$3,300.00	No
2	After School Engagement	<p>Offer engaging and age appropriate enrichment opportunities outside of regular school hours:</p> <ul style="list-style-type: none"> <li>• Expand after school engagement activities such as assemblies, sports programs, and robotics</li> <li>• Offer after school tutoring opportunities</li> <li>• Create and communicate a comprehensive list of district, school, and community resources of after-school enrichment activities.</li> </ul>		No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Coordinate with community organizations and families to increase access to a variety of extracurricular activities.</li> </ul>		
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"> <li>Build and maintain technology infrastructure that is reliable and meets the demands of 21st Century technology.</li> <li>Develop a sustained and reliable social media and website presence.</li> <li>Provide technology training for teachers and classified staff, particularly around distance learning, technology skills, and online education programs.</li> <li>Incorporate digital citizenship and technology fluency skills into curricula based on technology standards.</li> <li>Implement multiple software programs that enhance student learning.</li> <li>Leverage distance learning.</li> </ul>		
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"> <li>Establish open and direct lines of communication between families and schools, site and district staff, and students and teachers.</li> <li>Develop a culture that assumes positive intent, particularly when working through difficult situations.</li> <li>Promote a growth mindset.</li> <li>Provide professional learning on how to build a culture of trust in schools and classrooms.</li> </ul>	\$800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Provide opportunities to build relationships through sharing of newsletters, celebrations of staff, and community celebrations.</li> </ul> <p>Utilize My Voice Surveys to elicit parent and student feedback and input.</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.

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.20%	150,148

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

## Required Descriptions

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

### 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
- 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.

#### 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 academic indicators for English Learners.

### 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 RTI support for students who need academic intervention

### Expected Outcomes

- Continue to decrease the percent of Low-income students who are chronically absent.
- Increase academic indicators for low income students

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

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:

- 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.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,129,667.00	\$19,027.00		\$13,300.00	\$1,161,994.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,105,948.00	\$56,046.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Classroom Environment & Culture	\$902,484.00				\$902,484.00
1	2	English Learners Low Income	Student Engagement	\$184,014.00				\$184,014.00
1	3	English Learners Low Income	Dynamic Learning Experiences	\$900.00			\$3,800.00	\$4,700.00
1	4	All	Curriculum and Pedagogy		\$19,027.00		\$9,500.00	\$28,527.00
1	5	All	Assessment for Student Learning	\$1,500.00				\$1,500.00
1	6	English Learners Low Income	Professional Learning	\$5,250.00				\$5,250.00
1	7	All	Leadership Development					
1	8	All	Family & Community Engagement	\$4,500.00				\$4,500.00
2	1	Foster Youth Low Income	Whole Child Nurturance	\$22,500.00				\$22,500.00
2	2		Lifelong Wellness					
2	3		Tools for Families					
2	4	All	Safe Environment	\$4,419.00				\$4,419.00
3	1	All	Community Partnerships	\$3,300.00				\$3,300.00
3	2	All	After School Engagement					
3	3		Technology					
3	4	Foster Youth Low Income	School Culture	\$800.00				\$800.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$213,464.00	\$217,264.00
<b>LEA-wide Total:</b>	\$213,464.00	\$217,264.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Student Engagement	LEA-wide	English Learners Low Income	All Schools	\$184,014.00	\$184,014.00
1	3	Dynamic Learning Experiences	LEA-wide	English Learners Low Income	All Schools	\$900.00	\$4,700.00
1	6	Professional Learning	LEA-wide	English Learners Low Income	All Schools	\$5,250.00	\$5,250.00
2	1	Whole Child Nurturance	LEA-wide	Foster Youth Low Income	All Schools	\$22,500.00	\$22,500.00
3	4	School Culture	LEA-wide	Foster Youth Low Income	All Schools	\$800.00	\$800.00

**Annual Update Table Year 1 [2021-22]**

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### Local Control and Accountability Plan:

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

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



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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### **Focus Goal(s)**

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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



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

## Expenditure Tables

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

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

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

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

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

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

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

## Agenda Item Summary

Action Item: **8.12 Approval of the 2021-2022 Local Control Accountability Plan and Budget Overview for Parents for the Northwest Prep Charter School**

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Special Meeting of: June 16, 2021	<b>Action Item</b>	Report Format: <b>Oral</b>
Attachment :	<b>Local Control Accountability Plan</b>	

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**Presented by:** Dr. Steve Charbonneau, Superintendent

### **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**

Approve LCAP

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Northwest Prep Charter School

CDS Code: 49-70870-01-06344

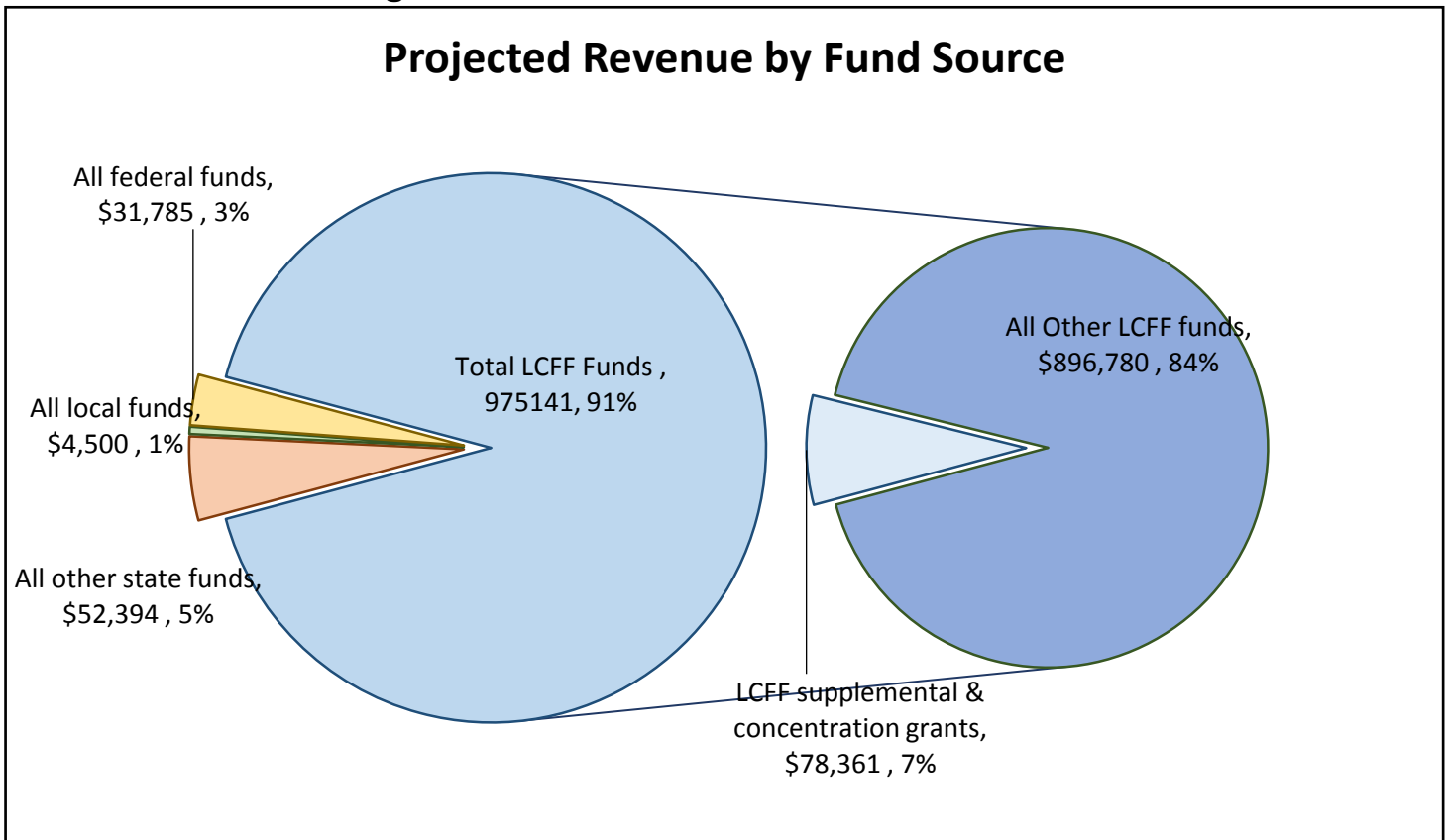
School Year: 2021 – 22

LEA contact information: Kay Vang, CBO (707)522-3008 kvang@pousd.org

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 2021 – 22 School Year

### Projected Revenue by Fund Source

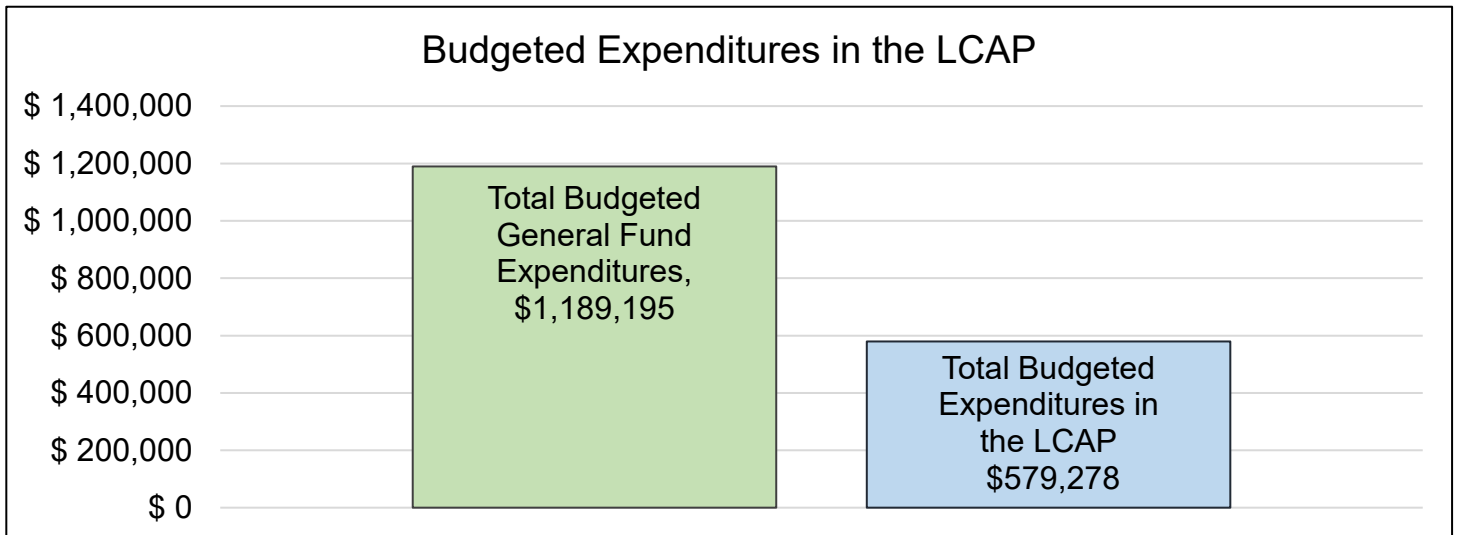


This chart shows the total general purpose revenue Northwest Prep Charter School expects to receive in the coming year from all sources.

The total revenue projected for Northwest Prep Charter School is \$1,063,820.00, of which \$975,141.00 is Local Control Funding Formula (LCFF), \$52,394.00 is other state funds, \$4,500.00 is local funds, and \$31,785.00 is federal funds. Of the \$975,141.00 in LCFF Funds, \$78,361.00 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 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Northwest Prep Charter School plans to spend \$1,189,195.00 for the 2021 – 22 school year. Of that amount, \$579,278.00 is tied to actions/services in the LCAP and \$609,917.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

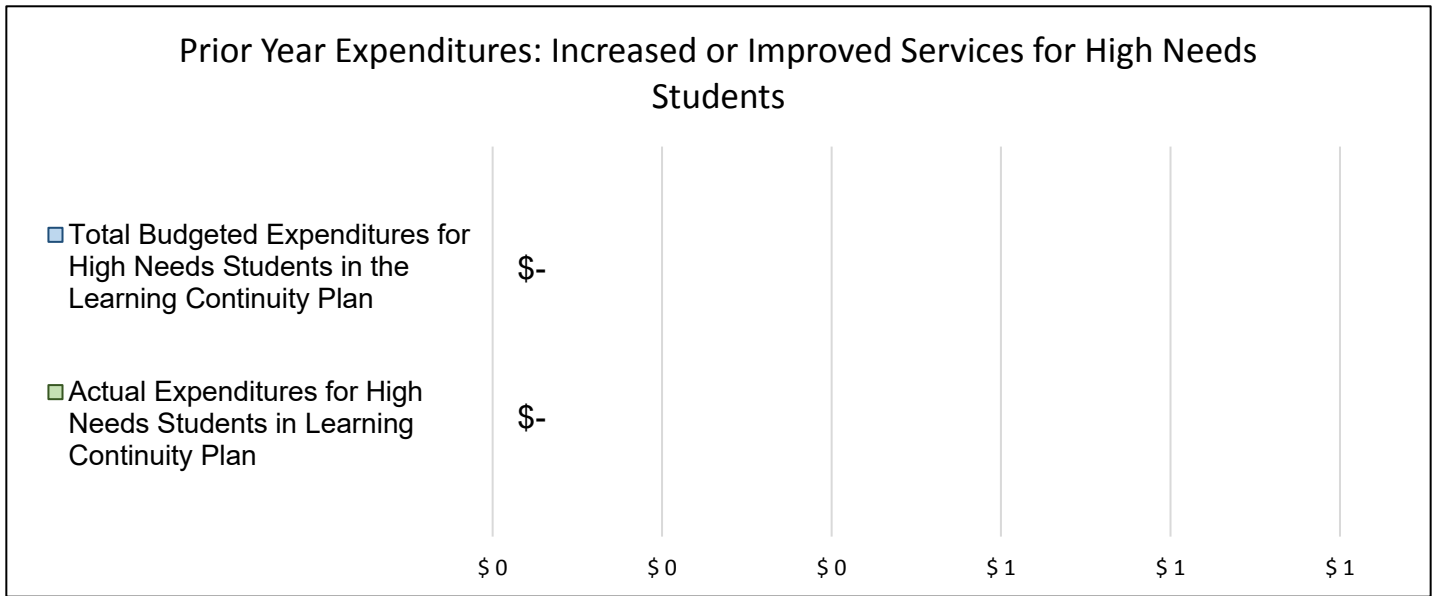
The total expenditures not included in the LCAP amount include such costs as overhead (ie., utilities, maintenance, legal costs, insurance, etc.), contributions, and mandatory contributions.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Northwest Prep Charter School is projecting it will receive \$78,361.00 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 \$132,940.00 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 2020 – 21



This chart compares what Northwest Prep Charter School budgeted last year in the Learning Continuity Plan 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.

In 2020 – 21, Northwest Prep Charter School's Learning Continuity Plan budgeted \$0.00 for planned actions to increase or improve services for high needs students. Northwest Prep Charter School actually spent \$0.00 for actions to increase or improve services for high needs students in 2020 – 21.



## 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-Piner-Olivet Union School District	Adam Napoleon Principal	anapoleon@pousd.org 707-522-3320

## Plan Summary [2021-22]

### General Information

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

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.

## 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.



# 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

# Stakeholder Engagement

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

- 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 stakeholder groups.

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 stakeholder input.

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					
ELA Standards Implementation of the Standards	PD: Initial Materials: Initial Instruction: Initial				
Math Academic Indicator					
Math Standards Implementation of the Standards	PD: Initial Materials: Initial Instruction: Initial				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Progress (CA Dashboard)	Status: Progress Level:				
ELD Standards Implementation of the Standards (Average Rating)	PD: Initial Materials: Initial Instruction: Initial				
Reclassification Rate	0 students				
Science Standards Implementation of the Standards (Average Rating)	PD: Explore Materials: Explore Instruction: Explore				
History Standards Implementation of the Standards (Average Rating)	PD: Explore Materials: Explore Instruction: Explore				
Standards Aligned Materials % of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100%				
Facilities in Good Repair (FIT Report)	100%				
# of Williams Complaints	0				

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				
Broad Course of Study	100%				
Misassignment of teachers	0%				

## Actions

Action #	Title	Description	Total Funds	Contributing
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"> <li>Principal time-.60 FTE</li> <li>Highly Qualified Teachers appropriately assigned</li> </ul> <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"> <li>Arrange flexible and choice-driven learning environments so that arrangement of room is conducive to and supports learning.</li> <li>Classroom systems and routines facilitate student responsibility, ownership, and independence.</li> <li>Class time is maximized in the service of learning.</li> <li>Co-create purposeful, relevant, accessible learning resources. Students have access to resources in the environment to support their learning and independence.</li> <li>Develop and nurture a community of learners.</li> <li>Classroom norms encourage trust-building, risk-taking, collaboration, and respect for divergent thinking.</li> <li>Foster collaborative conversation and open discourse.</li> </ul>	\$407,784.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Classroom interactions reflect high expectations and beliefs about all students' intellectual capabilities and creates a culture of inclusivity, equity, and accountability for learning.</li> </ul>		
2	Student Engagement	<p>Addresses the needs of English learners and socioeconomically disadvantaged students by providing:</p> <ul style="list-style-type: none"> <li>Instructional Assistants</li> <li>Highly Qualified Teachers appropriately assigned - reduced class size - average of 20 students per teacher</li> </ul> <p>Cultivate learning processes and environments that foster deep engagement, intellectual development, and communication.</p> <ul style="list-style-type: none"> <li>Integrate student voice and choice in learning experiences.</li> <li>Students take ownership of their learning to develop, test, and refine their thinking.</li> <li>Students' classroom work embodies substantive intellectual engagement.</li> <li>Engagement strategies capitalize and build upon students' academic background, life experiences, culture, and language to support rigorous and culturally relevant learning.</li> <li>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.</li> <li>Engagement strategies build on students' strengths and address the needs of English learners and socioeconomically disadvantaged students.</li> </ul>	\$77,874.00	Yes



Action #	Title	Description	Total Funds	Contributing
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"> <li>• Summer School - Highly qualified administrator to manage &amp; oversee program</li> <li>• Summer School - Food Service Assistant to support with food service</li> </ul> <ul style="list-style-type: none"> <li>• Focus on strategic yearlong planning that informs units and daily lesson plans.</li> <li>• Utilize both standards-aligned curriculum and multi-disciplinary projects.</li> <li>• Lessons are intentionally linked to other lessons in support of students meeting standards.</li> <li>• Lessons are meaningful and relevant beyond the task at hand, and assist students in learning and applying transferable knowledge and skills.</li> <li>• Learning targets and criteria for success are clearly articulated, linked to standards, embedded in instruction, and understood by students.</li> <li>• Teaching points are based on the teacher's knowledge of students' learning needs in relation to the learning targets.</li> <li>• Create formative learning processes for all students with measurable learning targets.</li> <li>• Develop curricular activities that bridge in-class and online learning with real world applications.</li> </ul>	\$3,000.00	No
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>	\$4,606.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Make decisions and utilize instructional approaches in ways that intentionally support his/her instructional purposes.</li> <li>• 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.</li> <li>• Ensure that instructional materials and strategies are grounded in cultural competency and are geared toward creating an equitable school and classroom environment.</li> <li>• 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.</li> <li>• Lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time.</li> <li>• Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking.</li> <li>• Utilize instructional strategies based on planned and/or in-the-moment decisions, to address individual learning needs.</li> <li>• Provide scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence.</li> <li>• Design professional development opportunities for certificated and classified staff to support curriculum and pedagogy implementation.</li> </ul>		
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"> <li>• Administer CELDT test to assess ELD level</li> </ul>	\$250.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Develop systems in which students assess their own learning and the work of their peers in relation to the learning target.</li> <li>• Create multiple assessment opportunities and expect all students to demonstrate learning.</li> <li>• Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student.</li> <li>• Use observable systems and routines for recording and using student assessment data.</li> <li>• Assessment criteria, methods, and purposes are transparent and match the learning target.</li> <li>• Apply formative assessment data to make in-the-moment instructional adjustments, to modify future lessons, and give targeted feedback to students.</li> </ul>		
6	Professional Learning	<p>Provide subs for teachers (ie. observe in other classrooms and engage in collaborative dialogue) in continuing professional development to effectively work with ELs and socioeconomically disadvantaged students.</p> <p>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.</p> <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"> <li>• Include team building activities and norm development in professional development.</li> </ul>	\$10,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Provide professional learning on how to build a culture of trust in schools and classrooms.</li> </ul> <p>Integrate professional development focused on virtual platforms, software, pedagogy, and curriculum within fluid learning environments.</p> <ul style="list-style-type: none"> <li>• Acknowledge and utilize teachers’ strengths.</li> <li>• Continue professional development opportunities on equity in education and ensuring all students have access to high-quality learning in a welcoming environment.</li> <li>• Highlight classrooms that employ formative learning practices.</li> <li>• Ground professional learning in student performance and formative learning.</li> <li>• Engage in professional learning experiences to develop district-wide guidelines for implementing research based formative learning practices.</li> <li>• Participate in cooperative teams and communities of practice to deepen student learning.</li> <li>• 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.</li> <li>• Create professional development for educators around global awareness and the future world of work</li> <li>• Engage in communities of practice to co-create evidence-based teaching practices to deepen student learning.</li> <li>• Emphasize the formative learning process for students and staff throughout POUSD classrooms, activities, and operations.</li> </ul>		
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"> <li>• Develop, support, and acknowledge teacher leaders to build capacity.</li> </ul>		No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Plan and schedule leadership retreats, meetings, and collaborative work sessions to focus on the Four -Dimensions of Instructional Leadership.</li> <li>• Encourage leadership collaboration such as sharing ideas and resources, and analyzing school data.</li> <li>• Cultivate relationships to build trust-based culture.</li> <li>• Engage in reflection and formative learning cycles.</li> </ul>		
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"> <li>• Utilize online educational programs that reinforce and share student learning.</li> <li>• Involve families in family nights, games, surveys, interviews, and exhibitions.</li> <li>• Communicate student progress, achievements, and struggles through a variety of mediums.</li> <li>• Empower students to communicate their success, challenges, and growth through student led conferences.</li> <li>• Provide all families and the community with opportunities to engage with curriculum.</li> </ul> <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.

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	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					
Chronic Absenteeism Rate	2019: 12%				
Suspension Rate	2019: 2.4%				
Expulsion Rate					
% feel school is welcoming and friendly					
% teachers respect students					
% teachers believe in me and want me to be successful					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% students feel school is safe					

## Actions

Action #	Title	Description	Total Funds	Contributing
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"> <li>• Actively seek to create equity-minded schools that recognize and welcome the diverse backgrounds of our students.</li> <li>• Develop a sense of community and belonging through active family engagement.</li> <li>• Provide a rich Multi-Tiered Systems of Support (MTSS) that addresses the needs of individual students.</li> <li>• Provide opportunities to celebrate our differences.</li> <li>• Nurse</li> <li>• Provide counseling for all students as needed.</li> <li>• SEL curricula integrated in classroom</li> <li>• Encourage site-based focus on Restorative Practices, Toolbox, and Positive Behavioral Interventions and -Supports (PBIS).</li> <li>• Assemblies to encourage</li> <li>• Creating and maintaining a robust PE program that integrates mindfulness and nutrition. (PE Tech)</li> <li>• Assembling a district-wide committee focused on researching, creating, and implementing an improved food -service.</li> <li>• Creating opportunities for students to drive their own learning around fitness and nutrition.</li> <li>• Support teachers in integrating nutrition and exercise learning into classroom curricula</li> </ul> <p>Highly qualified counselor (.40 FTE) will provide counseling on</p>	\$43,566.00	Yes



Action #	Title	Description	Total Funds	Contributing
		personal and group basis to unduplicated pupils.		
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"> <li>• Create opportunities for staff to engage in healthy activities and develop a growth mindset.</li> <li>• Support a healthy and balanced lifestyle.</li> <li>• Incorporate mindfulness and community-building activities into professional development and other site activities.</li> <li>• Leverage meetings and day to day connections to build relationships and trust.</li> </ul>		
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"> <li>• Develop a warm and welcoming school environment where families feel welcome.</li> <li>• Foster ongoing relationships between families and schools.</li> <li>• Strive to cultivate open lines of communication between families and schools.</li> <li>• Create and communicate a comprehensive list of district, school, and community resources.</li> <li>• Develop a series of Parent Education Evenings (district wide): parenting, nutrition, MTSS, Parent University.</li> <li>• Provide various opportunities, at different times of the day, for parents to participate in school activities.</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
4	Safe Environment	<p>Custodial staff will establish and maintain a physically safe environment.</p> <ul style="list-style-type: none"> <li>• Cultivate a mindset of shared responsibility for school safety among all stakeholders.</li> <li>• Prioritize and upgrade our facilities plan for older campuses to develop safer and more engaging learning environments.</li> <li>• Restructure facility operations to develop a more cohesive and streamlined School Safety Plan.</li> <li>• Communicate School Safety Plan, practice steps outlined in plan, and follow procedures as developed.</li> </ul>	\$29,948.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
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)				"Met"
% of staff who feel like a valued member of school community	91%				
% of staff who feel PD is important to educational growth	82%				
% of staff work in a collaborative manner	91%				
% of students have access to a technology device	100%				

## Actions

Action #	Title	Description	Total Funds	Contributing
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"> <li>• Transportation (school buses) will be provided for students during off-campus community learning events.</li> </ul> <p>Food/refreshments will be provided during evening Community Forums and Parent Workshops.</p> <ul style="list-style-type: none"> <li>• Expand partnerships with community agencies for social-emotional needs in all schools, civic engagement, and future focused world experiences.</li> <li>• Integrate civic-minded, future-focused and globally-pertinent activities and projects within our curricula.</li> <li>• Enhance curricular learning by connecting students to our broader community.</li> <li>• Provide opportunities for civic involvement and volunteerism at every age.</li> <li>• Invite community members to become involved in our school community.</li> <li>• Leverage community partnerships (e.g. Sonoma County Office of Education) to create stronger school:career connections.</li> </ul>	\$1,000.00	No
2	After School Engagement	<p>Offer engaging and age appropriate enrichment opportunities outside of regular school hours.</p> <ul style="list-style-type: none"> <li>• Expand after school engagement activities such as assemblies, sports programs, and robotics</li> <li>• Offer after school tutoring opportunities</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Create and communicate a comprehensive list of district, school, and community resources of after-school enrichment activities.</li> <li>• Coordinate with community organizations and families to increase access to a variety of extracurricular activities.</li> </ul>		
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"> <li>• Build and maintain technology infrastructure that is reliable and meets the demands of 21st Century technology.</li> <li>• Develop a sustained and reliable social media and website presence.</li> <li>• Provide technology training for teachers and classified staff, particularly around distance learning, technology skills, and online education programs.</li> <li>• Incorporate digital citizenship and technology fluency skills into curricula based on technology standards.</li> <li>• Implement multiple software programs that enhance student learning.</li> <li>• Leverage distance learning.</li> </ul>		
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"> <li>• Establish open and direct lines of communication between families and schools, site and district staff, and students and teachers.</li> <li>• Develop a culture that assumes positive intent, particularly when working through difficult situations.</li> </ul>	\$400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Promote a growth mindset.</li> <li>Provide professional learning on how to build a culture of trust in schools and classrooms.</li> <li>Provide opportunities to build relationships through sharing of newsletters, celebrations of staff, and community celebrations.</li> </ul> <p>Utilize Youth Truth Surveys to elicit parents' and students' feedback and input.</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.

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.74%	78,361

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

## Required Descriptions

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

### PRINCIPALLY DIRECTED TO SERVE ENGLISH LEARNERS

#### Needs, Conditions, Circumstances:

- 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
- 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.

#### 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"

### PRINCIPALLY DIRECTED TO SERVE LOW-INCOME AND FOSTER YOUTH STUDENTS

#### Needs, Conditions, Circumstances:

- 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 RTI support for students who need academic intervention

#### Expected Outcomes

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

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:

- 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%



## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$571,672.00	\$4,606.00		\$3,000.00	\$579,278.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$572,922.00	\$6,356.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Classroom Environment & Culture	\$407,784.00				\$407,784.00
1	2	English Learners	Student Engagement	\$77,874.00				\$77,874.00
1	3	All	Dynamic Learning Experiences				\$3,000.00	\$3,000.00
1	4	All	Curriculum and Pedagogy		\$4,606.00			\$4,606.00
1	5	English Learners	Assessment for Student Learning	\$250.00				\$250.00
1	6	English Learners Low Income	Professional Learning	\$10,750.00				\$10,750.00
1	7	All	Leadership Development					
1	8	English Learners Foster Youth Low Income	Family & Community Engagement	\$100.00				\$100.00
2	1	English Learners Foster Youth Low Income	Whole Child Nurturance	\$43,566.00				\$43,566.00
2	2		Lifelong Wellness					
2	3		Tools for Families					
2	4	All	Safe Environment	\$29,948.00				\$29,948.00
3	1	All	Community Partnerships	\$1,000.00				\$1,000.00
3	2		After School Engagement					
3	3		Technology					
3	4	English Learners Foster Youth Low Income	School Culture	\$400.00				\$400.00



**Contributing Expenditures Tables**

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$132,940.00	\$132,940.00
<b>LEA-wide Total:</b>	\$132,940.00	\$132,940.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Student Engagement	LEA-wide	English Learners	All Schools	\$77,874.00	\$77,874.00
1	5	Assessment for Student Learning	LEA-wide	English Learners	All Schools	\$250.00	\$250.00
1	6	Professional Learning	LEA-wide	English Learners Low Income	All Schools	\$10,750.00	\$10,750.00
1	8	Family & Community Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100.00	\$100.00
2	1	Whole Child Nurturance	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,566.00	\$43,566.00
3	4	School Culture	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400.00	\$400.00

**Annual Update Table Year 1 [2021-22]**

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

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

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### Local Control and Accountability Plan:

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

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



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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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



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

## Expenditure Tables

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

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

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

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

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

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

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

**PINER-OLIVET UNION SCHOOL DISTRICT**  
**3450 COFFEY LANE**  
**SANTA ROSA, CA 95403**  
**REGULAR MEETING – GOVERNING BOARD MINUTES**  
**June 9, 2021**

**1. CALL TO ORDER**

The regular meeting of the Governing Board of the Piner-Olivet Union School District was called to order at 6:00 p.m., Wednesday, June 9, 2021, conducted remotely as a Zoom meeting ID 948 8805 1271 President, Cindy Pryor, presided.

**2. ROLL CALL**

*Governing Board*

Cindy Pryor, President PRESENT  
Mindy Mohr, Vice-President PRESENT  
Janae Franicevic, Clerk PRESENT  
Mardi Hinton, 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**

Ms. Pryor announced that items to be discussed in Closed Session were issues regarding personnel and collective bargaining.

**4. ADJOURNMENT TO CLOSED SESSION**

The meeting adjourned to Closed Session at 6:05 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, Payroll/Benefits Technician, PA

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 7:10 p.m.

**7. REPORT OF CLOSED SESSION ACTION, IF ANY**

Ms. Pryor commented during Closed Session the Governing Board approved a Leave of Absence.

**8. FLAG SALUTE (Suspended during virtual meetings)**

**9. A.GENDA MODIFICATIONS**

There were none.

**10. COMMUNICATIONS, PETITIONS AND DELEGATIONS**

POCS teacher and community members asked the district to look at the budgets and that we do everything we can to provide our middle school kids with PE and athletics.

**11. COMMENTS FROM THE GOVERNING BOARD**

Ms. Hinton gave appreciation and thanks to all POUUSD staff for working hard throughout this year. She thanked the parents for their time and energy that they put in for the education of our students. She commented that she is looking forward to the upcoming school year.

**12. RECOGNITION OF EXCELLENCE**

Tifani Serra-Pemberton, YMCA Site Director at Jack London and POCS was recognized for volunteering countless hours at POCS and Jack London Schools.

**13. SUPERINTENDENT’S REPORT**

13.1 Announcements

Dr. Charbonneau thanked trustees, parents, and POUUSD staff members for all that they did to make this year successful despite having a challenging year. Dr. Charbonneau commented that Classified Appreciation week, May 16-22, was celebrated and wanted to acknowledge and appreciate all of the hard work they do for our students. Dr. Charbonneau gave appreciation to the administration team and thanked them for their leadership throughout this year.

**14. ASSOCIATION REPORTS**

14.1 POEA

Ms. McDonough introduced herself as the new president of POEA and updated the Board on the association activities.

14.2 POCA

Ms. Tunheim commented that the classified staff is excited to be back on campus with the students. Ms. Tunheim updated the Board on the association activities.

**15. BOARD POLICIES**

There were none.

**16. DISCUSSION/INFORMATION ITEMS**

There were none.

**17. ACTION ITEMS**

17.1 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 Dr. Roehrick, all aye.

Roll call vote: Ms. Franicevic- aye, Ms. Hinton- aye, Ms. Mohr- aye, Ms. Pryor- aye, Dr. Roehrick - aye

17.2 Approval of Resolution #550 Authorizing the District and Charter Schools to Make Transfers Between Fund Balances and Expenditures at Close of Year

Resolution #550 Authorizing the District and Charter Schools to Make Transfers between Fund Balances and Expenditures at Close of Year was approved as presented on the motion of Ms. Hinton, seconded by Dr. Roehrick, all aye.

Roll call vote: Ms. Franicevic- aye, Ms. Hinton- aye, Ms. Mohr- aye, Ms. Pryor- aye, Dr. Roehrick – aye

17.3 Approval of the Bond Oversight Committee Members

Dr. Charbonneau updated the Board on the Bond Oversight Committee recent activities. The approval of the Bond Oversight Committee Members was approved on the motion of Ms. Franicevic, seconded by Ms. Hinton, all aye.

Roll call vote: Ms. Franicevic- aye, Ms. Hinton- aye, Ms. Mohr- aye, Ms. Pryor- aye, Dr. Roehrick - aye

17.4 Public Hearing on the 2021-2022 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 Reason for Excess Reserves

Dr. Vang reviewed the budget highlights and Statement of Reasons for Excess Reserves.

Ms. Pryor opened the Public Hearing on the 2021-2022 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. There were no comments. Ms. Pryor Closed the Public Hearing.

17.5 Public Hearing on 2019-2020 and 2020-2021 Annual Update for Piner-Olivet Union School District

Dr. Vang reviewed the 2019-2020 and 2020-2021 Annual Update for Piner-Olivet Union School District. Ms. Pryor opened the Public Hearing on the 2019-2020 and 2020-2021 Annual Update for Piner-Olivet Union School District. There were no comments. Ms. Pryor Closed the Public Hearing.

17.6 Public Hearing on 2019-2020 and 2020-2021 Annual Update for Olivet Elementary Charter School

Dr. Vang reviewed the 2019-2020 and 2020-2021 Annual Update for Olivet Elementary Charter School. Ms. Pryor opened the Public Hearing on the 2019-2020 and 2020-2021 Annual Update for Olivet Elementary Charter School. There were no comments. Ms. Pryor Closed the Public Hearing.

17.7 Public Hearing on 2019-2020 and 2020-2021 Annual Update for Schaefer Charter School

Dr. Vang reviewed the 2019-2020 and 2020-2021 Annual Update for Schaefer Charter School. Ms. Pryor opened the Public Hearing on the 2019-2020 and 2020-2021 Annual Update for Schaefer Charter School. There were no comments. Ms. Pryor Closed the Public Hearing.

17.8 Public Hearing on 2019-2020 and 2020-2021 Annual Update for Piner-Olivet Charter School

Dr. Vang reviewed the 2019-2020 and 2020-2021 Annual Update for Piner-Olivet Charter School. Ms. Pryor opened the Public Hearing on the 2019-2020 and 2020-2021 Annual Update for Piner-Olivet Charter School. There were no comments. Ms. Pryor Closed the Public Hearing.

17.9 Public Hearing on 2019-2020 and 2020-2021 Annual Update for Northwest Prep Charter School

Dr. Vang reviewed the 2019-2020 and 2020-2021 Annual Update for Northwest Prep Charter School. Ms. Pryor opened the Public Hearing on the 2019-2020 and 2020-2021 Annual Update for Northwest Prep Charter School. There were no comments. Ms. Pryor Closed the Public Hearing.

17.10 Public Hearing on 2021-2022 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Piner-Olivet Union School District

Dr. Charbonneau reviewed the highlights of the 2021-2022 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Piner-Olivet Union School District. Ms. Pryor opened the Public Hearing on the 2021-2022 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Piner-Olivet Union School District. There were no comments. Ms. Pryor Closed the Public Hearing.

17.11 Public Hearing on 2021-2022 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Olivet Elementary Charter School

Dr. Charbonneau reviewed the highlights of the 2021-2022 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Olivet Elementary Charter School. Ms. Pryor opened the Public Hearing on the 2021-2022 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Olivet Elementary Charter School. There were no comments. Ms. Pryor Closed the Public Hearing.

17.12 Public Hearing on 2021-2022 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Schaefer Charter School

Dr. Charbonneau reviewed the highlights of the 2021-2022 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Schaefer Charter School. Ms. Pryor opened the Public Hearing on the 2021-2022 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Schaefer Charter School. There were no comments. Ms. Pryor Closed the Public Hearing.

17.13 Public Hearing on 2021-2022 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Piner-Olivet Charter School

Dr. Charbonneau reviewed the highlights of the 2021-2022 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Piner-Olivet Charter School. Ms. Pryor opened the Public Hearing on the 2021-2022 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Piner-Olivet Charter School District. There were no comments. Ms. Pryor Closed the Public Hearing.

17.14 Public Hearing on 2021-2022 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Northwest Prep Charter School

Dr. Charbonneau reviewed the highlights of the 2021-2022 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Northwest Prep Charter School. Ms. Pryor opened the Public Hearing on the 2021-2022 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Northwest Prep Charter School. There were no comments. Ms. Pryor Closed the Public Hearing.

17.15 Approval of the 2021-2022 Budget Development and Operations Calendar

The approval of the Budget Development and Operations Calendar was approved with change of Annual reports from School-Connected Organizations meeting date from September to April on the motion of Dr. Roehrick, seconded by Ms. Hinton, all aye.

Roll call vote: Ms. Franicevic- aye, Ms. Hinton- aye, Ms. Mohr- aye, Ms. Pryor- aye, Dr. Roehrick - aye

17.16 Approval of Resolution #551 Declaring Indefinite Salaries for 2021-2022

Resolution # 551 Declaring Indefinite Salaries for 2021-2022 was approved on the motion of Ms. Hinton, seconded by Ms. Franicevic, all aye.

Roll call vote: Ms. Franicevic- aye, Ms. Hinton- aye, Ms. Mohr- aye, Ms. Pryor- aye, Dr. Roehrick - aye

**18. CONSENT ITEMS**

The following consent items were approved with on the motion of Ms. Franicevic, seconded by Ms. Hinton, all aye.  
Roll call vote: Ms. Franicevic- aye, Ms. Hinton- aye, Ms. Mohr- aye, Ms. Pryor- aye, Dr. Roehrick – aye

- 18.1 The minutes of the special Board meeting held May 12, 2021,
- 18.2 The Personnel Action Report,
- 18.3 The vendor warrants,
- 18.4 The Routine Budget Updates
- 18.5 The MOU between Piner-Olivet Union School District and Rincon Valley Union School District for Pre-School and Moderate to Serve Special Education Program from July 1, 2021, through June 30, 2023, and
- 18.6 The contract Agreement for Vended Meal Services between Santa Rosa City Schools and Piner-Olivet USD for the period of September 30, 2021, through June 30, 2022.

**19. ROUND TABLE COMMENTS FROM THE GOVERNING BOARD**

There were none.

**20. DATES AND FUTURE AGENDA ITEMS**

20.1 Next Special Board Meeting – June 16, 2021

**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 8:33 p.m.

Respectfully submitted,

APPROVED:

Dr. Steve Charbonneau  
Secretary to the Board

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Janae Franicevic, Clerk of the Board



# 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 Pallingston  
Email Address: tpallingston@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	\$2,290.00	\$119,080.00
Annual OT Services	0	\$2,290.00	\$0.00
Annual BMH Services	0	\$2,290.00	\$0.00

### 2. SLP Assessments

Service	Student Quantity/Groups	Service Rate	Service Total
Screening by SLP	0	\$64.00	\$0.00
Bilingual Screening by SLP	0	\$115.00	\$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	\$114.00	\$0.00
Additional Assessment Component by SLP	0	\$33.00	\$0.00
Articulation Standard Assessment	0	\$69.00	\$0.00
Auditory Processing Select Index	0	\$85.00	\$0.00
Classroom Observation by SLP	0	\$47.00	\$0.00
Early Childhood Language Assessment	0	\$103.00	\$0.00
Fluency Standard Assessment	0	\$114.00	\$0.00
Language Select Index	0	\$31.00	\$0.00
Language Standard Assessment	0	\$149.00	\$0.00
Pragmatic Language Standard Assessment	0	\$91.00	\$0.00
Phonological Process Analysis Select Index	0	\$26.00	\$0.00
Phonological Processing Assessment	0	\$77.00	\$0.00
Supplemental Language Screener	0	\$26.00	\$0.00
Spanish Language Standard Assessment	0	\$143.00	\$0.00
Spanish Language Select Index	0	\$47.00	\$0.00
Spanish Auditory Processing Select Index	0	\$85.00	\$0.00
Additional Bilingual Assessment Component	0	\$47.00	\$0.00
Spanish Articulation Measures	0	\$47.00	\$0.00
Spanish Articulation Standard Assessment	0	\$57.00	\$0.00



Service	Student Quantity/Groups	Service Rate	Service Total
Augmentative Alternative Communication Assessment	0	\$114.00	\$0.00
Additional Language Subtest	0	\$33.00	\$0.00
Home Coordination by SLP	0	\$114.00	\$0.00
Language Difference vs. Disorder Analysis	0	\$86.00	\$0.00
Pre-referral Meeting by SLP	0	\$114.00	\$0.00

## 3. OT Assessments

Service	Student Quantity/Groups	Service Rate	Service Total
Screening by OT	0	\$64.00	\$0.00
Evaluation Coordination and Reporting by OT	0	\$257.00	\$0.00
Review of Records by OT	0	\$114.00	\$0.00
Classroom Observation by OT	0	\$47.00	\$0.00
Standard School-Related-ADL Assessment	0	\$74.00	\$0.00
Standard Sensory Processing Assessment	0	\$74.00	\$0.00
Standard Motor Skills Assessment	0	\$86.00	\$0.00
Standard Visual Perception Assessment	0	\$74.00	\$0.00
Standard Preschool Assessment	0	\$114.00	\$0.00
Additional Assessment Component by OT	0	\$33.00	\$0.00
Home Coordination by OT	0	\$114.00	\$0.00
Informal Fine Motor Assessment	0	\$47.00	\$0.00
Pre-referral Meeting by OT	0	\$114.00	\$0.00

## 4. BMH Assessments

Service	Student Quantity/Groups	Service Rate	Service Total
Screening by MHP	0	\$150.00	\$0.00
Evaluation Coordination and Reporting by MHP	0	\$290.00	\$0.00
Review of Records by MHP	0	\$270.00	\$0.00
Rating Scale Assessment	0	\$150.00	\$0.00
Classroom Observation by MHP	0	\$135.00	\$0.00
Additional Assessment by MHP	0	\$270.00	\$0.00
Additional Requested Meetings	0	\$67.00	\$0.00
Bilingual Services by MHP	0	\$135.00	\$0.00
Home Coordination by MHP	0	\$135.00	\$0.00
Pre-referral Meeting by MHP	0	\$135.00	\$0.00
Additional Requested Paperwork	0	\$67.00	\$0.00

## 5. Psychoeducational Assessments

Service	Student Quantity/Groups	Service Rate	Service Total
Evaluation Coordination and Reporting by MHP	0	\$290.00	\$0.00
Review of Records by MHP	0	\$270.00	\$0.00
Cognitive Select Index	0	\$135.00	\$0.00
Processing Select Index	0	\$135.00	\$0.00
Achievement Select Index	0	\$135.00	\$0.00
Rating Scale Assessment	0	\$150.00	\$0.00
Classroom Observation by MHP	0	\$135.00	\$0.00
Achievement Standard Battery	0	\$270.00	\$0.00
Long Cognitive Battery	0	\$270.00	\$0.00
Additional Assessment by MHP	0	\$270.00	\$0.00
Processing Standard Battery	0	\$270.00	\$0.00
Additional Requested Meetings	0	\$67.00	\$0.00
School Psych Consultation	0	\$87.00	\$0.00
Bilingual Services by MHP	0	\$135.00	\$0.00
Short Cognitive Battery	0	\$135.00	\$0.00
Spanish Select Index	0	\$300.00	\$0.00
Spanish Battery	0	\$390.00	\$0.00
Screening by MHP	0	\$150.00	\$0.00
Home Coordination by MHP	0	\$135.00	\$0.00
Pre-referral Meeting by MHP	0	\$135.00	\$0.00
Additional Requested Paperwork	0	\$67.00	\$0.00

## Service Order

Assessments Commitment	10
Minimum Fees Per Service Order	\$119,080.00
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.
Service Order Term	July 1, 2021 through June 30, 2022


## 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:  AFFB6B8A574F480...

By:  D8FAC964CA0F421...

Name: Brian Culbreth

Name: Tamarah Pallingston

Title: CRO

Title: Director of Student Support Services

Date: 2021-06-09

Date: 2021-06-10

## 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 contact 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 administrated 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: 	By: 
Name: Brian Culbreth	Name: Tamarah Pallingston
Title: CRO	Title: Director of Student Support Services
Date: 2021-06-09	Date: 2021-06-10



## 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"> <li>• Attachable tripod</li> <li>• Video resolution 1920X1080</li> <li>• Auto focus</li> <li>• Field of View = 65°</li> </ul>	N/A	N/A
Headset	<ul style="list-style-type: none"> <li>• Noise-canceling microphone</li> <li>• 40mm stereo speakers with deep bass sound deliver crystal clear audio</li> </ul>	ANDREA	EDU-455 STEREO HEADSET
Headset USB	<ul style="list-style-type: none"> <li>• Noise-canceling microphone</li> <li>• 40mm stereo speakers with deep bass sound deliver crystal clear audio</li> </ul>	ANDREA	OVER EAR USB NC-455VM
Splitter	<ul style="list-style-type: none"> <li>• 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</li> </ul>	ANDREA	Y-100B
Sound card	<ul style="list-style-type: none"> <li>• External USB headset adapter with CD quality digital sample rates</li> <li>• Bypasses a computer's sound system, creating superior low-noise audio</li> </ul>	ANDREA	EDU-USB PL- CS-PRESENCE
Document camera	<ul style="list-style-type: none"> <li>• Capture images of A4 and US letter pages</li> <li>• Built-in LED lights</li> </ul>	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 Clinical 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 therapy, 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

<b>Conversion Effective Date:</b>	<b>Conversion Fee:</b>
July 1 <sup>st</sup> – September 30 <sup>th</sup>	\$20,000.00
October 1 <sup>st</sup> – December 31 <sup>st</sup>	\$15,000.00
January 1 <sup>st</sup> – March 31 <sup>st</sup>	\$10,000.00
April 1 <sup>st</sup> – June 30 <sup>th</sup>	\$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, this Clinical 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.

4. **Platform Licenses Option**. Customer is eligible to receive ten (10) Teletherapy Essentials licenses (collectively, the “Platform Licenses”) for a total cost of \$5,000 (the “Platform License Option”). If Customer elects to exercise the Platform License Option, Customer must (i) notify its PresenceLearning Contact within fifteen (15) days of signing this Addendum and (ii) execute and return a Platform License Agreement that shall contain the applicable terms and conditions of the Platform Licenses.

Agreed to:

Agreed to:

PresenceLearning, Inc.	Licensee of [Entity Name]
By: <u>Brian Culbreth</u> 2021-06-09 <small>AFFB8B8A674F480...</small> Authorized by Signature Date	By: <u>Tamarah Pallingston</u> 2021-06-10 <small>D8EAC964CA0E421...</small> Authorized by Signature Date
Print Name: <u>Brian Culbreth</u>	Print Name: <u>Tamarah Pallingston</u>



## North Coast School of Education

### Memorandum of Understanding

#### Between

**Sonoma County Superintendent of Schools as the Local Educational Agency**

**For the North Coast School of Education Programs,**

**Participating County Offices of Education,**

**and**

**Participating School Districts and Employing Agencies**

#### A. General

This Memorandum of Understanding (MOU) is between the Sonoma County Superintendent of Schools, serving as the Local Education Agency (LEA) for the North Coast Teacher Induction Program, "Be A Teacher" Intern, Intern Support & Supervision Program, Designated Subjects Program (collectively "Program") and the County Offices of Education, districts, schools, employing agencies, and independent charter schools (collectively "District") signing below. The term of this MOU commences on **July 1, 2021**, and terminates on **June 30, 2022**.

#### B. Purpose

The purpose of the MOU is to establish a formal working relationship between the parties. The Program will provide and coordinate services and support to guide Candidates in meeting California credential requirements through the state-accredited Teacher Induction Credential Programs: General Education Clear and Education Specialist Clear Credential Program, Designated Subjects Credential Programs: Career Technical Education (CTE), Adult Education (AE), and the university-based Intern Program and Be A Teacher Intern Program. Throughout this document, new teachers from all of the credential areas are referred to as "Candidates" and experienced teachers are referred to as "Mentors."

#### C. Eligibility

Eligible "Candidates" are those hired within the NCSOE regional "Consortium" defined as the following counties: Del Norte, Humboldt, Lake, Marin, Mendocino, Napa, Nevada, Sonoma, and Trinity Counties. The following credential programs are available to "Candidates" within the Consortium;

- **Intern Program:** Candidates who have obtained an Intern Credential from an accredited partner university or Be A Teacher Intern Program.
- **Preliminary Credential Program:** Designated Subjects (CTE) and (AE) Candidates who meet the industry experience and pre-requisite CCTC requirements.
- **Clear Credential Program:** Candidates holding preliminary Multiple Subject, Single Subject, or Education Specialist Credential, Out of State and Out of Country trained teachers, and Designated Subjects (CTE) and (AE) Candidates.

**Note:** Adult Education, Career Technical Education, General Education, Special Education and Intern Candidates who are outside the Consortium *may* be eligible to participate in the Program components on a full fee-for-service basis. Candidates who hold a preliminary credential and need to obtain their Clear Credential who are beyond their first two years of teaching, and/or are teachers in Private Schools, are eligible to participate in the program components on a fee-for-service basis.

#### D. LEA Responsibilities

1. Employ an Executive Director whose primary duty is to administer the Program and employ support staff whose primary duty is to support the administration of the Program.

2. Provide sufficient and appropriate workspace for the Executive Director, Regional Director, Program support staff, Program Coordinators, Curriculum Specialist, Registrar and Credential Advisors.
3. Provide office support services for the Consortium, including, but not limited to, mail service, phone, fax, Internet services, technology support, and meeting space for Program activities.
4. Provide business and legal services required for Program implementation for the region.
5. Develop and establish procedures for Program evaluation through the California Commission on Teacher Credentialing (CCTC) Accreditation Cycle. Submit Preconditions, Common Standards, Program Review state reports, and required fees in a timely manner.
6. Provide a process for equitable distribution of mentoring, support, formative assessment, and credential services to Candidates and Mentors in all participating Districts and COEs within the region.
7. Convene Program Regional Advisory Board meetings a minimum of two times per year, District Coordinators' meetings two times per year, and Regional Leadership Team meetings a minimum of five times per year.
8. Develop and provide personalized, professional learning for Candidates and their Mentors to be held in multiple locations within the geographical region served by the parties.
9. Assume overall fiscal responsibility for the administration of the program budget, including submission of year-end expenditure reports and any other documentation required by CCTC and/or CDE in relation to the Program.
10. Establish a Budget Agreement and reporting requirements for the transfer of funds to Districts. The amount of funds distributed shall be based on the *actual* number of eligible Candidates and Mentors who enrolled in each calendar year and who have completed program requirements (i.e., mentor stipends may be adjusted due to lack of completion).
11. Under direction of the Executive Director, program staff will evaluate Candidate participation to determine if Candidates are accessing professional development offerings for the purpose of determining needed cost adjustments on behalf of participating Districts.

#### **E. County Offices of Education/Lead Districts**

1. Appoint a liaison to serve on the Program Regional Advisory Board. The liaison should be a designee authorized by the County Superintendent of Schools, the Dean of Education, and/or the District Superintendent to fulfill the roles and responsibilities assigned to him or her. The liaison supports the Program by providing ongoing updates, communication, feedback for future planning and information to county office personnel, university staff, and district superintendents. The liaison also receives program updates to share out with their colleagues.
2. Assign one or more credential analyst(s) to work directly with Program staff to assist in identifying Candidates who are eligible for Program services as described by state guidelines and to assist school district staff in identifying eligible Candidates.
3. Provide meeting and conference rooms at no charge to the Program.
4. Provide the County Program Coordinator with office and/or storage space, computer and fax access, telephone services, and limited mailing, photocopying and office supplies as needed.
5. Provide for those Candidates enrolled in the Teacher Induction Program, provide collaborative employer input in the Candidates' development of an *Individual Learning Plan (ILP)* within the first 60-days of hire and in program evaluation including administrative mid-year survey, end-of-year surveys, and CCTC Accreditation. Employer understand that the ILP is used to guide professional development and not for the purpose of teacher evaluation or employment decisions.

#### **F. District Responsibilities**

1. Appoint a District Coordinator whose assignment includes dedicated time to fulfill the District Coordinator Roles and Responsibilities.

2. Identify all Candidates (Permit Holder, Intern, Induction, Designated Subjects) upon hire who are eligible for Program services as described by state guidelines.
3. Communicate to all site administrators the Program requirements, including release time to participate in required observations (2-4 days), program work and employer input in the Candidates' development of an *Individual Learning Plan (ILP)* within the first 60-days of hire. Employer understands that the ILP is used to guide professional development and not for the purpose of teacher evaluation or employment decisions.
4. Provide Candidates release time for observations and one-to-one consultations with the Mentor as described in the District Roles and Responsibilities.
5. Make every effort to assign Candidates to classrooms appropriate to their novice status, avoiding whenever possible, combination classrooms, secondary assignments with multiple preps, teaching assignments at multiple sites, and multiple adjunct duties.
6. Provide newly-hired teachers with a District Orientation.
7. Ensure that Interns do not displace certificated employees and are evaluated on an annual basis.
8. Ensure that all Interns receive protected time for employer-provided support in weekly course planning, coaching within the classroom, problem-solving regarding students, curriculum and teaching. A District shall give special supervision and assistance to each intern above and beyond that given to other newly employed certificated and newly employed school personnel. A District shall seek the assistance of the college, university or Be A Teacher Intern Program in coordinating the program for the intern. (*Education Code 44465*)
9. For Interns who have not yet completed the EL preparation, the district must assign the on-site Mentor or other designated individual, within the first 10 days of serving as a teacher of record on the intern credential.
10. Assign a qualified Mentor to each eligible Candidate within 30 days of enrollment in the Program who meets the Commission's identified criteria of a valid corresponding Clear or Life Credential, three (3) years successful teaching experience, and English learner authorization. Pair Candidates with Mentors who most closely match their teaching assignment, including grade level and subject matter, and their credential. NCSOE can, upon request, provide a Virtual Mentor for those districts unable to find suitable matches for current program participants. An Addendum to this MOU will be provided, upon request.
11. Utilize defined selection criteria to identify high-quality, experienced teachers to serve as Mentors for Candidates. Mentors must demonstrate effective coaching, interpersonal and communication skills and:
  - Display best practices in providing "just in time" (as needed) and longer term analysis of teaching practice to help Candidates develop enduring professional skills.
  - Are committed to attend coaching/mentor trainings, meetings and to meet weekly with Candidates;
  - Display willingness to work collaboratively with colleagues and regional NCSOE staff;
  - Embrace a positive attitude and disposition towards students and teaching;
  - Develop a sustained and thoughtful collegial relationship with Candidates;
  - Demonstrate leadership skills, curriculum expertise, and knowledge of district resources;
  - Serve as a role model for the teaching profession.
12. Provide Mentors compensated time to participate in the Program Mentor training on observation protocol, learning-focused conversations, "just-in-time" coaching and one-to-one consultations with Candidates(s) as described in the District Roles and Responsibilities.
13. Facilitate the distribution of Program funds to Mentors and District Coordinators for compensation.
14. Participate in the Program evaluation and the CCTC Accreditation Cycle, as needed.

#### **G. Districts Fiscal Responsibilities and Terms**

1. Credential Services are provided on a Fee-for-Service basis. In 2021/2022, the Fee will be \$3,500.00 per clear credential Candidate, Intern and Permit Holder registered in the Program. Refer to the current Fee-for-Service schedule for additional credentialing services provided. Districts will be invoiced for each individual request for credential services. It is expected that invoices be paid promptly upon receipt or as agreed upon by both parties.
2. District candidate participation will be monitored to evaluate if participating District Candidates have accessed

professional development offering to determine if a program cost adjustment on behalf of the District is necessary.

3. Funds will be credited to districts to offset the costs of the Mentor stipends at the rate of \$1,250 per eligible Clear Credential Candidate (includes Multiple Subject, Single Subject, Education Specialist, or Designated Subjects - CTE and AE) enrolled in the Program. Districts will receive \$1,250 per eligible Intern teacher and Permit Holder. (Mentor stipends are pro-rated when partial services are rendered.) Should the district contract with NCSOE for Virtual Mentor Services, the Mentor stipends will be processed according to the Addendum agreement.
4. Funds will also be credited to districts to offset the costs of the District Coordinator's stipend, prorated, depending on the total number of new teachers as identified through the Program/District Roster. District Coordinator compensation is at a rate of \$100.00 per Candidate.
5. Private school, out-of-consortium partners, and districts accessing the NCSOE Virtual Mentor Services will receive a budget addendum describing the full fee-for-service costs.
6. The District is responsible to facilitate the distribution of Funds to Mentors and District Coordinators for compensation.

#### **H. Other Terms and Conditions**

All products and materials developed by the Program are the exclusive property of the LEA. District and COE employees, staff, and subcontractors shall not have the right to disseminate, market, or otherwise use the products or materials without the expressed written permission of the LEA designee.

As between the Parties hereto, it is understood and agreed that:

1. **Candidates Employment Status:**

Candidates are and shall remain District employees for any and all purposes throughout the term of this Agreement. Candidates shall not be considered an employee, agent, representative, nor independent contractor of LEA for any purpose whatsoever.

2. **Indemnification:**

District shall assume full responsibility for its employees. District agrees to hold and save LEA harmless from and against any claim, demand, action or cause of action that may be asserted by any District Program participant arising out of injury or death suffered by any District employee Program participants, including, but not limited to, third party actions for injury or death otherwise covered under applicable workers' compensation laws and regardless of the sole or concurring negligence of LEA.

3. **Maintenance of records:**

District agrees to keep and maintain adequate and current written records in accordance with Program requirements during the term of this Agreement. The records will be in any format that may be specified by the State of California. The records will be available to LEA at all times.

4. **Assignment:**

This Agreement shall not be assigned by District. Any such assignment shall be null and void.

5. **Severability:**

The provisions of this Agreement are divisible; if any such provisions shall be deemed invalid or unenforceable, that provision shall be deemed limited to the extent necessary to render it valid and enforceable and the remaining provisions of this Agreement shall continue in full force and effect without being impaired or invalidated in any way.

6. **Waiver:**

No delay or omission by either party in exercising any right under this Agreement shall operate as a waiver of that or any other right. No waiver of any provision of this Agreement, or consent to any departure by either party from any provision shall be effective in any event unless it is in writing, designated a waiver and signed

by the party waiving the breach. Such a waiver shall be effective only in the specific instance and for the purpose of which it is given.

7. **Constructions and Governing Law:**

The captions used in connection with this agreement are for reference purposes only and shall not be construed as part of this Agreement. This agreement shall be governed by and construed in accordance with the laws of the State of California.

8. **Entire Agreement:**

This Agreement supersedes all prior agreements, understandings, and communications between LEA and District, whether written or oral, express or implied, relating to the subject matter of this agreement and is intended as a complete and final expression of the terms of the agreement between LEA and District and shall not be changed or subject to change orally. The parties further agree and acknowledge that neither they nor anyone on their behalf made any inducements, agreements, promises, or representations other than those set forth in this Agreement.

9. **Third Parties:**

Except as otherwise explicitly provided herein, nothing in this agreement, whether expressed or implied, is intended to confer any rights or remedies under or by reason of this agreement on any other persons other than the Parties and their respective successors and assigns, nor is anything in this agreement intended to relieve or discharge the obligation or liability of any third persons to any Party, nor shall any provision give any third parties any right of subrogation or action over or against any of the Parties hereto. This Agreement is not intended to and does not create any third-party beneficiary rights whatsoever.

10. **Relationship of the Parties:**

No joint venture, partnership, agency or employment relationship is created by this agreement. No Party shall act as an agent or partner of any other Party or make any commitments for or create any obligations of any other Party except as provided herein without such other Party's prior written consent.

11. **Compliance with the Family Educational Rights and Privacy Act ("FERPA"):**

In addition to the foregoing obligations, if Dominican provides SCOE/NCSOE with any legally confidential information including but not limited to confidential personnel information or "personally identifiable information" from student education records as defined by the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and the implementing regulations in Title 34, Part 99 of the Code of Federal Regulations ("FERPA"), HOST AGENCY hereby certifies that collection of this information from Dominican is necessary for the performance of the SCOE/NCSOE'S duties and responsibilities on behalf of Dominican under this Agreement. SCOE/NCSOE further agrees to handle information protected by FERPA in the same manner it would protect the confidentiality of patient records and/or the personally identifiable information of its employees.

The Parties will not discriminate against any employee, applicant or student enrolled in their respective programs because of age, creed, gender identity, national origin, race, sex, sexual orientation or any other basis protected by law.

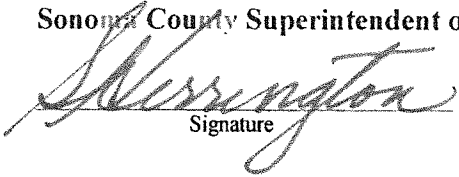
12. **Survival:**

The provisions of this Agreement shall survive the expiration of the Term and the termination of this Agreement. Amendments and Extensions to this MOU may be made only by written agreement signed by all parties.

Authorized signatures below indicate understanding and acceptance of the terms of this Memorandum of Understanding.

**Authorized Signatures:**

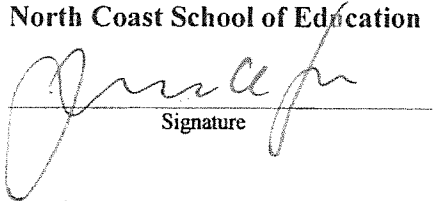
**Sonoma County Superintendent of Schools as LEA**

  
Signature

Dr. Steven Herrington / Superintendent  
Printed Name/Title

4-8-21  
Date

**North Coast School of Education**

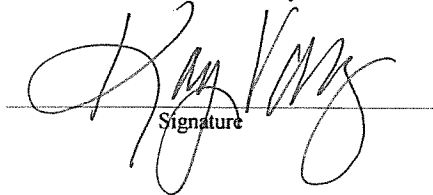
  
Signature

Jason A. Lea / Executive Director  
Printed Name/Title

4/7/21  
Date

**Participating Agency**

Name of District or County Office of Education: Piner-Olivet Union School District

  
Signature

Kay Vang, CBD  
Printed Name/Title

6/3/2021  
Date