



# PINER-OLIVET UNION SCHOOL DISTRICT

## SPECIAL MEETING - GOVERNING BOARD

**Wednesday, June 22, 2022**

**Meeting Opening 5:30 p.m.**

Closed Session 5:32 p.m.

**Public Session 6:00 p.m.**

Adjournment 7:30 p.m.

**Board Conference Room 24**

**Schaefer Elementary School**

(for closed session and public session)

1370 San Miguel

Santa Rosa, CA 95403

## AGENDA

A copy of the agenda, complete with backup materials, may be reviewed in the District Office, 3450 Coffey Lane, Santa Rosa, beginning the Monday prior to the Wednesday Board Meeting. Office hours are from 8:00 a.m. to 4:00 p.m. Monday through Friday or as otherwise posted. Agendas are posted at the District Office, and on our web site at [www.pousd.org](http://www.pousd.org).

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[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  
Title: None
  - 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 Public Hearing and Ratification of Closed Session Action Regarding 2022-2023 through 2024-2025 Contract Agreements Between the Piner-Olivet Union School District and the Piner-Olivet Educators' Association (POEA)**

The Board of Trustees will hold a public hearing, review, discuss and consider ratification of Closed Session action regarding 2022-2023 through 2024-2025 contract agreements between the District and POEA

**(Action 1)**

### **8.2 Public Hearing and Ratification of Closed Session Action Regarding Wages and Health & Welfare Benefits for 2022-2023 through 2024-2025 Contract Agreements Between the Piner-Olivet Union School District and the Piner-Olivet Classified Association (POCA)**

The Board of Trustees will hold a public hearing, review, discuss and consider ratification of Closed Session action regarding Wages and Health & Welfare Benefits for 2022-2023 through 2024-2025 contract agreements between the District and POCA.

**(Action 2)**

### **8.3 Approval of Compensation Agreements for Piner-Olivet Union School District Confidential, Supervisory and Management Staff**

The Board of Trustees will review, discuss and consider approval of an on-schedule salary increase for 2022-2023 through 2024-2025, and health benefit cap increase for 2022-2023 through 2024-2025 for District Confidential, Supervisory and Management staff. **(Action 3)**

### **8.4 Consideration of Approval of Compensation Adjustment for District Superintendent**

The Board of Trustees will review, discuss and consider approval of an on-schedule salary increase for 2022-2023 through 2024-2025 and health benefit cap increase for 2022-2023 through 2024-2025 for the District Superintendent. **(Action 4)**

### **8.5 Approval of Resolution # 570 of School and Classroom Capacity Limits for Purposes of Granting or Denying an Interdistrict Transfer Request**

The Board of Trustees will review, discuss and consider possible approval of Resolution # 570 of School and Classroom Capacity Limits for Purposes of Granting or Denying an Interdistrict Transfer Request. **(Action 5)**

### **8.6 Approval of Resolution # 571 for 2022-2023 Line of Credit with Sonoma County Treasury**

The Board of Trustees will review, discuss, and consider approval of Resolution #571 for 2022-2023 Line of Credit with Sonoma County Treasury. **(Action 6)**

### **8.7 Approval on the 2022-2023 Budget for the Piner-Olivet Union School District, Olivet Elementary Charter School, Schaefer Charter School, Northwest Prep Charter School, and the Piner-Olivet Charter School and Statement of Reasons for Excess Reserves**

The Board of Trustees will review, discuss and consider possible approval on the 2022-2023 Budget for the Piner-Olivet Union School District, Olivet Elementary Charter School, Schaefer Charter School, Northwest Prep Charter School and the Piner-Olivet Charter School and Statement of Reasons for Excess Reserves.

**(Action 7)**

### **8.8 Approval on 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Piner-Olivet Union School District**

The Board of Trustees will review, discuss and consider possible approval on the 2022-2023 LCAP and Budget Overview for Parents for the Piner-Olivet Union School District. **(Action 8)**

### **8.9 Approval on 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for Olivet Elementary Charter School**

The Board of Trustees will review, discuss and consider possible approval on the 2022-2023 LCAP and Budget Overview for Parents for Olivet Elementary Charter School. **(Action 9)**

### **8.10 Approval on 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for Schaefer Charter School**

The Board of Trustees will review, discuss and consider possible approval on the 2022-2023 LCAP and Budget Overview for Parents for Schaefer Charter School. **(Action 10)**

**8.11 Approval on 2022-2023 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 possible approval on the 2022-2023 LCAP and Budget Overview for Parents for the Piner-Olivet Charter School. **(Action 11)**

**8.12 Approval on 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for Northwest Prep Charter School**

The Board of Trustees will review, discuss and consider possible approval on 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for Northwest Prep Charter School.

**(Action 12)**

**8.13 Approval of Naming of Facility**

The Board of Trustees will review, discuss and consider possible approval of naming of facility. The Mardi Hinton Playground & Eating Facility. **(Action 13)**

**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 8, 2022 *(Consent 1)***

**9.2 Approval of Technology Solution Proposal for Piner-Olivet USD -District-Wide-Network (Project # 96906) *(Consent 2)***

**9.3 Approval of Olivet - Full Site Painting (Proposal Number 1-7-23309) CMAS: 4-20-78-0089C *(Consent 3)***

**9.4 Approval of Northwest Prep - Full Site Painting (Proposal Number 1-7-23310) CMAS: 4-20-78-0089C *(Consent 4)***

**9.5 Approval of Olivet Shade Shelters - Park Planet - Quote Q22-2712 *(Consent 5)***

**9.6 Approval of Olivet - Courtyard - Modernization - (Proposal Number 1-7-23308) CMAS: 4-20-78-0089C *(Consent 6)***

**9.7 Approval of Notice of Completion for Landscape Improvement at Jack London Elementary School (DIR Project # 395431) *(Consent 7)***

**10. DATES AND FUTURE AGENDA ITEMS**

**10.1 Next Regular Board Meeting – August 10, 2022**

**11. PUBLIC COMMENT ON CLOSED SESSION AGENDA**

**12. RECESS TO CLOSED SESSION (If Necessary)**

**13. RECONVENE TO PUBLIC MEETING**

**14. REPORT OF CLOSED SESSION ACTION NOT ON THE ACTION AGENDA**

**15. ADJOURNMENT**

## Agenda Item Summary

Action Item: **8.1 Public Hearing and Ratification of Closed Session Action Regarding 2022-23 through 2024-25 Contract Agreements Between the District and the Piner-Olivet Educators Association (POEA)**

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Special Meeting of: June 22, 2022                      Action Item                      Report Format:

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Attachment:      Tentative Agreement and AB1200 Disclosure Document

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**Presented by:** Dr. Kay Vang, CBO

### **Background**

The District and POEA negotiating team met and tentatively agreed to the District proposal for 2022-23 through 2024-25. POEA members have ratified these agreements. An AB 1200 Disclosure document was completed, posted, and sent to the Sonoma County Office of Education for comment.

### **Issue(s)**

To take effect, the Governing Board must approve the agreement in Closed Session and then ratify that action in Open Session.

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

The AB 1200 disclosure documentation shows that the agreement will cause the District to deficit spend in 2022-23 through 2024-25. Deficit spending is projected to be \$294,902, \$805,755.40, and \$1,308,007.55, respectively.

For Piner-Olivet Charter (POCS), deficit spending is projected to be \$152,082 in 2024-25.

For Northwest Prep (NWP), deficit spending is projected to be \$137,216, \$89,677, and \$83,448 respectively.

Required reserve levels for economic uncertainty will be met for all three years. Cash flow reserves at 4% will be maintained for 2022-23 through 2024-25. The District will need to make budget reductions to eliminate deficit spending. The AB 1200 disclosure is being certified based on the District make budget reductions in subsequent years.

### **Recommendation**

Ratify Closed Session action.



TENTATIVE AGREEMENT

Piner-Olivet Union School District  
 Piner-Olivet Educators Association

May 23, 2022

The parties have reached tentative agreement on the following terms for a successor collective bargaining agreement:

**1. Term of Agreement**

July 1, 2022 through June 30, 2025

**2. Wages**

Effective July 1, 2022: 6.56% across the board salary increase.  
 Effective July 1, 2023: 5% across the board salary increase.  
 Effective July 1, 2024: 4% across the board salary increase.

**3. Health Premium Contributions**

*Increase the District's health premium contributions to bargaining unit members as follows:*

<u>In effect during previous CBA (2019-22)</u>		<u>Increases (per month, 12 months)</u>		
		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Single coverage:	\$850/month	\$900/month	\$925	\$950
Employee + 1:	\$1000/month	\$1250/month	\$1300	\$1350
Family:	\$1200/month	\$1400/month	\$1475	\$1550

**4. Class size**

*Amend class size limits to read as follows:*

TK: Ratio of 1 adult to 12 students

<u>Level</u>	<u>Average</u>	<u>Maximum</u>
Kindergarten	30*	32*
First-Third Grades	29*	31*
Fourth-Sixth Grades	29.4	32
<u>POCS</u>	<u>28 average; 54 students max per team</u>	
<u>NWP</u>	<u>32 average</u>	
<u>Home Study</u>	<u>25 average</u>	

\*The District will use its best efforts to maintain K-3 at an average of 24 students and a maximum of 27 students.

## 5. Combination Classes

*Current (2021-22) combination classes are as follows: JL – 3; Olivet – 1; Schaefer – 0. As these specific classes move up in the grades, existing practice will continue. For any new combination classes the parties will adhere to existing contract language in Article VIII.2 and VIII.3. Effective 2022-23 any teacher with a combination class (not including Home Study) shall receive an annual stipend of \$2000.*

## 6. Teaching Hours

*Revise as follows:*

- Article VI.7c: Whenever possible, IEP's shall be scheduled on Fridays, and whenever possible Wednesdays and conference days should be avoided for IEP's.
- Article VI.7e (new): If the sub fails to fill, teachers TK-12 who take students (approved time sheet submitted) shall be paid \$50/day.
- Article VI.8.b: *replace current language with:* 8.b. Any change to current practice of full week minimum days for parent conferences will be subject to meet and confer.

## 7. Teaching Conditions

*Revise as follows:*

- Article IX.4:
  - A. A separate desk if requested.
  - D. *delete* (dictionaries)
  - H. *delete* (maps)
  - I. Laptop computer ...
- Article IX.7: *Replace current language with:* 7. CPR/First Aid training may be offered during staff development hours but is not mandatory for teachers.

**8. Separate MOUs**

- Covid. In recognition of extra efforts unit-wide \$800/teacher one-time payment for 2021-22 only.
- In recognition of additional responsibilities for Home Study ("HS") teachers, an additional \$800/HS-teacher one-time payment for 2021-22 only.
- The parties agree to create an Evaluation Procedures Subcommittee to work during 2022-23 on evaluation procedures to enhance effectiveness of the process; subcommittee to make recommendations for full bargaining teams for consideration of an MOU.

**The parties agree to recommend to their respective constituents that this Tentative Agreement be approved.**

SO AGREED.            May 23, 2022



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For POEA



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For the District

Sonoma County Office of Education

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
**in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449**

Name of School District:	Piner-Olivet Union School District
Name of Bargaining Unit:	Piner-Olivet Educators Association (POEA)
Certificated, Classified, Other:	Certificated

The proposed agreement covers the period beginning:	July 1, 2022	and ending:	June 30, 2025
	(date)		(date)
The Governing Board will act upon this agreement on:	June 22, 2022		
	(date)		

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

**A. Proposed Change in Compensation**

Compensation	Annual Cost Prior to Proposed Agreement	Fiscal Impact of Proposed Agreement					
		Year 1 Increase/ (Decrease)		Year 2 Increase/ (Decrease)		Year 3 Increase/ (Decrease)	
		FY 2021 - 22	FY 2022 - 23	FY 2023 - 24	FY 2024 - 25		
1 <b>Salary Schedule</b> (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 3,646,252	\$ 239,194	\$ 449,158	\$ 674,464			
		6.56%	11.56%	15.56%			
2 <b>Other Compensation -</b> Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ -	\$ -	\$ -	\$ -			
<b>Description of other compensation</b>							
3 <b>Statutory Benefits -</b> STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 822,594	\$ 53,962	\$ 101,330	\$ 152,159			
		6.56%	11.56%	15.56%			
4 <b>Health/Welfare Plans</b>	\$ 474,013	\$ 21,330	\$ 20,853	\$ 21,886			
		4.50%	4.21%	4.24%			
5 <b>Total Compensation -</b> Add Items 1 through 4 to equal 5	\$ 4,942,859	\$ 314,486	\$ 571,341	\$ 848,509			
		6.362%	10.87%	14.56%			
6 <b>Step and Column -</b> Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$ -	\$ -	\$ -	\$ -			
7 <b>Total Number of Represented Employees</b> (Use FTEs if appropriate)	44.00						
8 <b>Total Compensation Average Cost per Employee</b>	\$ 112,338	\$ 7,147	\$ 12,985	\$ 19,284			
		6.362%	10.87%	14.56%			

Sonoma County Office of Education

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
**in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449**

Name of School District:	Piner-Olivet Union School District
Name of Bargaining Unit:	Piner-Olivet Classified Association (POCA)
Certificated, Classified, Other:	Classified

The proposed agreement covers the period beginning:	July 1, 2022	and ending:	June 30, 2025
	(date)		(date)
The Governing Board will act upon this agreement on:	June 22, 2022		
	(date)		

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

**A. Proposed Change in Compensation**

Compensation	Annual Cost Prior to Proposed Agreement		Fiscal Impact of Proposed Agreement								
			Year 1 Increase/ (Decrease)		Year 2 Increase/ (Decrease)		Year 3 Increase/ (Decrease)				
			FY 2021	- 22	FY 2022	- 23	FY 2023	- 24	FY 2024	- 25	
1 <b>Salary Schedule</b> (This is to include Step and Column, which is also reported separately in Item 6.)	\$	1,468,163	\$	96,311	\$	180,853	\$	271,573			
				6.56%		11.56%		15.56%			
2 <b>Other Compensation -</b> Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$	-	\$	-	\$	-	\$	-			
<b>Description of other compensation</b>											
3 <b>Statutory Benefits -</b> STRS, PERS, FICA, WC, UI, Medicare, etc.	\$	514,297	\$	33,738	\$	63,353	\$	95,132			
				6.56%		11.56%		15.56%			
4 <b>Health/Welfare Plans</b>	\$	234,906	\$	10,570	\$	10,334	\$	10,846			
				4.50%		4.21%		4.24%			
5 <b>Total Compensation -</b> Add Items 1 through 4 to equal 5	\$	2,217,366	\$	140,619	\$	254,540	\$	377,551			
				6.34%		10.79%		14.45%			
6 <b>Step and Column -</b> Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$	-	\$	-	\$	-	\$	-			
7 <b>Total Number of Represented Employees</b> (Use FTEs if appropriate)		33.60									
8 <b>Total Compensation Average Cost per Employee</b>	\$	65,993	\$	4,185	\$	7,576	\$	11,237			
				6.342%		10.79%		14.45%			

Sonoma County Office of Education

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
**in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449**

Name of School District:	Piner-Olivet Union School District
Name of Bargaining Unit:	NA
Certificated, Classified, Other:	Unrepresented

The proposed agreement covers the period beginning:	July 1, 2022 (date)	and ending:	June 30, 2025 (date)
The Governing Board will act upon this agreement on:	June 22, 2022 (date)		

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

**A. Proposed Change in Compensation**

	Compensation	Annual Cost Prior to Proposed Agreement		Fiscal Impact of Proposed Agreement								
				Year 1 Increase/ (Decrease)		Year 2 Increase/ (Decrease)		Year 3 Increase/ (Decrease)				
		FY 2021	- 22	FY 2022	- 23	FY 2023	- 24	FY 2024	- 25			
1	<b>Salary Schedule</b> (This is to include Step and Column, which is also reported separately in Item 6.)	\$	1,327,490	\$	87,083	\$	163,525	\$	245,552			
					6.56%		11.56%		15.56%			
2	<b>Other Compensation -</b> Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$	-	\$	-	\$	-	\$	-			
	<b>Description of other compensation</b>											
3	<b>Statutory Benefits -</b> STRS, PERS, FICA, WC, UI, Medicare, etc.	\$	333,037	\$	21,847	\$	41,025	\$	61,603			
					6.560%		11.56%		15.56%			
4	<b>Health/Welfare Plans</b>	\$	119,474	\$	5,376	\$	5,256	\$	5,516			
					4.50%		4.21%		4.24%			
5	<b>Total Compensation -</b> Add Items 1 through 4 to equal 5	\$	1,780,001	\$	114,306	\$	209,806	\$	312,671			
					6.422%		11.08%		14.86%			
6	<b>Step and Column -</b> Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$	-	\$	-	\$	-	\$	-			
7	<b>Total Number of Represented Employees</b> (Use FTEs if appropriate)		9.50									
8	<b>Total Compensation Average Cost per Employee</b>	\$	187,369	\$	12,032	\$	22,085	\$	32,913			
					6.422%		11.08%		14.86%			

## Piner-Olivet Union School District

9. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

POEA and POCA: 6.56% in year 1, 5% in year 2, and 4% in year 3.

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

no

11. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

none

12. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes  No

If yes, please describe the cap amount.

Health Premium Employer Contributions effective October of each fiscal year:  
 2022/23 Employee: \$900, Employee +1: \$1250, Family: \$1400  
 2023/24 Employee: \$925, Employee +1: \$1300, Family: \$1475  
 2024/25 Employee: \$950, Employee +1: \$1350, Family: \$1550  
 There is no cap on dental, vision, and life.

- B. Proposed negotiated changes in noncompensation items** (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

None

- C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement?** Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

The District will review the budget, instructional, and support programs to ensure the budget is balanced.



## Piner-Olivet Union School District

**D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?**

There is no contingency language within this agreement.

**E. Will this agreement create or increase deficit financing in the current or subsequent year(s)?**

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenue and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

Yes, this agreement will increase deficit spending in the current and subsequent years. Deficit financing of \$294,902, \$805,755.40, and \$1,308,007.55 will occur during fiscal year 2022-23, 2023-24, and 2024-25, respectively. The District has a fund balance available to sustain operations while budget reductions are implemented.

**F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.**

None

**G. Source of Funding for Proposed Agreement:**

## 1. Current Year

General Fund

## 2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

This is not a single year agreement.

## 3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

General Fund

Piner-Olivet Union School District

**H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**

**Combined General Fund  
Certificated, Classified, and Unrepresented**

Bargaining Unit:

	<b>Column 1</b>	<b>Column 2a</b>	<b>Column 2b</b>	<b>Column 2c</b>	<b>Column 3</b>	<b>Column 4</b>
	Latest Board-Approved Budget Before Settlement	Adjustments as a Result of Settlement - Certificated	Adjustments as a Result of Settlement - Classified	Adjustments as a Result of Settlement - Unrepresented	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>						
Revenue Limit Sources (8010-8099)	\$ 11,523,490					\$ 11,523,490
Remaining Revenues (8100-8799)	\$ 2,605,173					\$ 2,605,173
<b>TOTAL REVENUES</b>	\$ 14,128,663					\$ 14,128,663
<b>EXPENDITURES</b>						
Certificated Salaries (1000-1999)	\$ 4,837,876	\$ 239,194		\$ 69,431		\$ 5,146,501
Classified Salaries (2000-2999)	\$ 1,952,533		\$ 96,311	\$ 17,652		\$ 2,066,496
Employee Benefits (3000-3999)	\$ 3,231,730	\$ 53,962	\$ 33,738	\$ 21,847		\$ 3,341,277
Books and Supplies (4000-4999)	\$ 497,275					\$ 497,275
Services, Other Operating Expenses (5000-5999)	\$ 3,372,016					\$ 3,372,016
Capital Outlay (6000-6599)	\$ -					\$ -
Other Outgo (7100-7299) (7400-7499)	\$ -					\$ -
Direct Support/Indirect Cost (7300-7399)	\$ -					\$ -
Other Adjustments						
<b>TOTAL EXPENDITURES</b>	\$ 13,891,430	\$ 293,156	\$ 130,049	\$ 108,930	\$ -	\$ 14,423,565
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ 237,233	\$ (293,156)	\$ (130,049)	\$ (108,930)	\$ -	\$ (294,902)
Transfer In and Other Sources (8910-8979)	\$ -					
Transfers Out and Other Uses (7610-7699)	\$ -					
Contributions (8980-8999)	\$ -					
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>						
<b>BEGINNING BALANCE</b>	\$ 5,483,880					\$ 5,483,880
Prior-Year Adjustments/Restatements (9793/9795)	\$ -					\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 5,721,113	\$ (293,156)	\$ (130,049)	\$ (108,930)	\$ -	\$ 5,188,978
<b>COMPONENTS OF ENDING BALANCE:</b>						
Reserved Amounts (9711-9740)	\$ 31,392					\$ 31,392
Reserved for Economic Uncertainties (9770)	\$ 555,658				\$ 21,285	\$ 576,943
Designated Amounts (9775-9780)	\$ 5,134,063					\$ 4,580,643
Unappropriated Amount - Unrestricted (9790)	\$ -					
Unappropriated Amount - Restricted (9790)	\$ -					
Reserve for Economic Uncertainties Percentage	4%					4.00%

\* Please see question on page 7.

## Piner-Olivet Union School District

**H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**

Bargaining Unit:		<b>Cafeteria Fund</b>			
Piner-Olivet Classified Association (POCA)		Column 1	Column 2	Column 3	Column 4
		Latest Board-Approved Budget Before Settlement	Adjustments as a Result of Settlement - Classified	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>					
Revenue Limit Sources (8010-8099)	\$	-	\$	-	\$
Remaining Revenues (8100-8799)	\$	427,250	\$	-	\$
<b>TOTAL REVENUES</b>	\$	427,250	\$	-	\$
<b>EXPENDITURES</b>					
Certificated Salaries (1000-1999)	\$	-	\$	-	\$
Classified Salaries (2000-2999)	\$	70,467	\$	4,623	\$
Employee Benefits (3000-3999)	\$	24,997	\$	1,640	\$
Books and Supplies (4000-4999)	\$	352,172	\$	-	\$
Services, Other Operating Expenses (5000-5999)	\$	13,839	\$	-	\$
Capital Outlay (6000-6999)	\$	-	\$	-	\$
Other Outgo (7100-7299) (7400-7499)	\$	-	\$	-	\$
Direct Support/Indirect Cost (7300-7399)	\$	-	\$	-	\$
<b>TOTAL EXPENDITURES</b>	\$	461,475	\$	6,262	\$
<b>OPERATING SURPLUS (DEFICIT)</b>	\$	(34,225)	\$	(6,262)	\$
Transfers In and Other Sources (8910-8979)	\$	-	\$	-	\$
Transfers Out and Other Uses (7610-7699)	\$	-	\$	-	\$
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$	(34,225)	\$	*	\$
<b>BEGINNING BALANCE</b>	\$	73,902			\$
Prior-Year Adjustments/Restatements (9793/9795)	\$	-			\$
<b>CURRENT-YEAR ENDING BALANCE</b>	\$	39,677	\$	(6,262)	\$
<b>COMPONENTS OF ENDING BALANCE:</b>					
Reserved Amounts (9711-9713)	\$	-	\$	-	\$
Reserved for Economic Uncertainties (9770)	\$	-	\$	-	\$
Board Designated Amounts (9775-9780)	\$	-	\$	-	\$
Unappropriated Amounts (9790)	\$	39,677	\$	(6,262)	\$

\* Please see question on page 7.



Piner-Olivet Union School District

**J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES**

1. State Reserve Standard

		Current Year	Year 2	Year 3
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 14,423,565	\$ 15,066,617	\$ 15,789,485
b.	State Standard Minimum Reserve Percentage for this District Enter percentage:	4.00%	4.00%	4.00%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. or \$50,000)	\$ 576,943	\$ 602,665	\$ 631,579

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

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$ 576,943	\$ 602,665	\$ 631,580
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$ -	\$ -	\$ -
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	\$ -	\$ -	\$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e.	Total Available Reserves	\$ 576,943	\$ 602,665	\$ 631,580
f.	Reserve for Economic Uncertainties Percentage	4.00%	4.00%	4.00%

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

Current Year	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Year 2	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Year 3	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. If no, how do you plan to restore your reserves?

Piner-Olivet Union School District

**L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT**

This disclosure document is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. This certification page should be signed by the Superintendent and Chief Business Official at the time of public disclosure. The absence of one or both of the signatures should serve as a "red flag" to the district's Governing Board.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Official of the Piner-Olivet Union School District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from July 1, 2022 to June 30, 2025.

**Board Actions**

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

**Budget Adjustment Categories:**

Revenues/Other Financing Sources  
Expenditures/Other Financing Uses  
Ending Balance(s) Increase (Decrease)

	Budget Adjustment (Decrease)	Increase/ (Decrease)
\$		-
\$		538,398
\$		(538,398)

Subsequent Years

**Budget Adjustment Categories:**

Revenues/Other Financing Sources  
Expenditures/Other Financing Uses  
Ending Balance(s) Increase (Decrease)

	Budget Adjustment (Decrease)	Increase/ (Decrease)
		\$0.00
		\$2,511,656.00
		(\$2,511,656.00)

**Budget Revisions**

If the district does not adopt all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

**Assumptions**

See attached page for a list of the assumptions upon which this certification is based.

**Certifications**

I hereby certify       I am unable to certify

*[Signature]*  
District Superintendent  
(Signature)

6/8/2022  
Date

I hereby certify       I am unable to certify

*[Signature]*  
Chief Business Official  
(Signature)

6/8/2022  
Date

**Special Note: The Sonoma County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.**

Piner-Olivet Union School District

**Assumptions**

The assumptions upon which this certification is made are as follows:

SSC May Revision Dartboard and LCFF Calculator Modeling Version. The Governor's May revision includes a proposal to increase LCFF base funding which will increase revenue, if it comes to fruition (not included in MYP).

The District will begin the process of determining budget reductions and will implement as needed to ensure a balanced budget.

Concerns regarding affordability of agreement in subsequent years (if any):

See above.



Piner-Olivet Union School District

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

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

*Solhan*

District Superintendent (or Designee)  
(Signature)

*6/8/2022*  
Date

*Kay Vang, CBO*  
Contact Person

*707-522-3008*  
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on \_\_\_\_\_, took action to approve the proposed Agreement with the \_\_\_\_\_ Bargaining Unit.

\_\_\_\_\_  
President (or Clerk), Governing Board  
(Signature)

\_\_\_\_\_  
Date

Special Note: The Sonoma County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

Sonoma County Office of Education

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
**in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449**

Name of School District:	Piner-Olivet Union School District - Piner-Olivet Charter (POCS)
Name of Bargaining Unit:	Piner-Olivet Educators Association (POEA)
Certificated, Classified, Other:	Certificated

The proposed agreement covers the period beginning:	July 1, 2022 (date)	and ending:	June 30, 2025 (date)
The Governing Board will act upon this agreement on:	June 22, 2022 (date)		

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

**A. Proposed Change in Compensation**

#	Compensation	Annual Cost Prior to Proposed Agreement		Fiscal Impact of Proposed Agreement					
				Year 1 Increase/ (Decrease)		Year 2 Increase/ (Decrease)		Year 3 Increase/ (Decrease)	
		FY 2021	- 22	FY 2022	- 23	FY 2023	- 24	FY 2024	- 25
1	<b>Salary Schedule</b> (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 750,606		\$ 49,240		\$ 92,462		\$ 138,843	
				6.56%		11.56%		15.56%	
2	<b>Other Compensation -</b> Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ -		\$ -		\$ -		\$ -	
	<b>Description of other compensation</b>								
3	<b>Statutory Benefits -</b> STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 169,337		\$ 11,109		\$ 20,860		\$ 31,323	
				6.56%		11.56%		15.56%	
4	<b>Health/Welfare Plans</b>	\$ 97,579		\$ 4,391		\$ 4,293		\$ 4,506	
				4.50%		4.21%		4.24%	
5	<b>Total Compensation -</b> Add Items 1 through 4 to equal 5	\$ 1,017,522		\$ 64,740		\$ 117,615		\$ 174,672	
				6.363%		10.87%		14.56%	
6	<b>Step and Column -</b> Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$ -		\$ -		\$ -		\$ -	
7	<b>Total Number of Represented Employees</b> (Use FTEs if appropriate)	8.00							
8	<b>Total Compensation Average Cost per Employee</b>	\$ 127,190		\$ 8,093		\$ 14,702		\$ 21,834	
				6.363%		10.87%		14.56%	

Sonoma County Office of Education

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
**in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449**

Name of School District:	Piner-Olivet Union School District - Piner-Olivet Charter (POCS)
Name of Bargaining Unit:	Piner-Olivet Classified Association (POCA)
Certificated, Classified, Other:	Classified

The proposed agreement covers the period beginning:	July 1, 2022 (date)	and ending:	June 30, 2025 (date)
The Governing Board will act upon this agreement on:	June 22, 2022 (date)		

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

**A. Proposed Change in Compensation**

#	Compensation	Annual Cost Prior to Proposed Agreement		Fiscal Impact of Proposed Agreement					
				Year 1 Increase/ (Decrease)		Year 2 Increase/ (Decrease)		Year 3 Increase/ (Decrease)	
		FY 2021	- 22	FY 2022	- 23	FY 2023	- 24	FY 2024	- 25
1	<b>Salary Schedule</b> (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 197,898		\$ 12,982		\$ 24,378		\$ 36,606	
				6.56%		11.56%		15.56%	
2	<b>Other Compensation -</b> Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ -		\$ -		\$ -		\$ -	
	<b>Description of other compensation</b>								
3	<b>Statutory Benefits -</b> STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 69,324		\$ 4,548		\$ 8,540		\$ 12,823	
				6.56%		11.56%		15.56%	
4	<b>Health/Welfare Plans</b>	\$ 31,664		\$ 1,425		\$ 1,393		\$ 1,462	
				4.50%		4.21%		4.24%	
5	<b>Total Compensation -</b> Add Items 1 through 4 to equal 5	\$ 298,886		\$ 18,955		\$ 34,311		\$ 50,891	
				6.34%		10.80%		14.45%	
6	<b>Step and Column -</b> Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$ -		\$ -		\$ -		\$ -	
7	<b>Total Number of Represented Employees</b> (Use FTEs if appropriate)	5.11							
8	<b>Total Compensation Average Cost per Employee</b>	\$ 58,490		\$ 3,709		\$ 6,714		\$ 9,959	
				6.342%		10.80%		14.45%	

Sonoma County Office of Education

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
**in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449**

Name of School District:	Piner-Olivet Union School District - Piner-Olivet Charter (POCS)
Name of Bargaining Unit:	NA
Certificated, Classified, Other:	Unrepresented

The proposed agreement covers the period beginning:	July 1, 2022 (date)	and ending:	June 30, 2025 (date)
The Governing Board will act upon this agreement on:	June 22, 2022 (date)		

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

**A. Proposed Change in Compensation**

	Compensation	Annual Cost Prior to Proposed Agreement		Fiscal Impact of Proposed Agreement								
				Year 1 Increase/ (Decrease)		Year 2 Increase/ (Decrease)		Year 3 Increase/ (Decrease)				
		FY 2021	- 22	FY 2022	- 23	FY 2023	- 24	FY 2024	- 25			
1	<b>Salary Schedule</b> (This is to include Step and Column, which is also reported separately in Item 6.)	\$	141,177	\$	9,261	\$	17,391	\$	26,114			
					6.56%		11.56%		15.56%			
2	<b>Other Compensation -</b> Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$	-	\$	-	\$	-	\$	-			
	<b>Description of other compensation</b>											
3	<b>Statutory Benefits -</b> STRS, PERS, FICA, WC, UI, Medicare, etc.	\$	31,850	\$	2,089	\$	3,923	\$	5,891			
					6.56%		11.56%		15.56%			
4	<b>Health/Welfare Plans</b>	\$	12,705	\$	572	\$	559	\$	587			
					4.50%		4.21%		4.24%			
5	<b>Total Compensation -</b> Add Items 1 through 4 to equal 5	\$	185,732	\$	11,922	\$	21,873	\$	32,592			
					6.419%		11.07%		14.85%			
6	<b>Step and Column -</b> Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$	-	\$	-	\$	-	\$	-			
7	<b>Total Number of Represented Employees</b> (Use FTEs if appropriate)		1.00									
8	<b>Total Compensation Average Cost per Employee</b>	\$	185,732	\$	11,922	\$	21,873	\$	32,592			
					6.419%		11.07%		14.85%			

## Piner-Olivet Union School District - Piner-Olivet Charter (POCS)

9. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

POEA and POCA: 6.56% in year 1, 5% in year 2, and 4% in year 3.

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

no

11. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

none

12. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes  No

If yes, please describe the cap amount.

Health Premium Employer Contributions effective October of each fiscal year:

2022/23 Employee: \$900, Employee +1: \$1250, Family: \$1400

2023/24 Employee: \$925, Employee +1: \$1300, Family: \$1475

2024/25 Employee: \$950, Employee +1: \$1350, Family: \$1550

There is no cap on dental, vision, and life.

- B. Proposed negotiated changes in noncompensation items** (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

None

- C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement?** Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

The District will review the budget, instructional, and support programs to ensure the budget is balanced.

Piner-Olivet Union School District - Piner-Olivet Charter (POCS)

**D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?**

There is no contingency language within this agreement.

**E. Will this agreement create or increase deficit financing in the current or subsequent year(s)?**

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenue and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

Yes, this agreement will increase deficit spending in the amount of \$152,082 in 2024-25 . POCS has a fund balance available to sustain operations while budget reductions are implemented.

**F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.**

None

**G. Source of Funding for Proposed Agreement:**

1. Current Year

General Fund

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

This is not a single year agreement.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

General Fund

Piner-Olivet Union School District - Piner-Olivet Charter (POCS)

**H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**

**Combined General Fund - Northwest Prep  
Certificated, Classified, and Unrepresented**

Bargaining Unit:

	<b>Column 1</b>	<b>Column 2a</b>	<b>Column 2b</b>	<b>Column 2c</b>	<b>Column 3</b>	<b>Column 4</b>
	Latest Board-Approved Budget Before Settlement	Adjustments as a Result of Settlement - Certificated	Adjustments as a Result of Settlement - Classified	Adjustments as a Result of Settlement - Unrepresented	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>						
Revenue Limit Sources (8010-8099)	\$ 1,982,197					\$ 1,982,197
Remaining Revenues (8100-8799)	\$ 199,577					\$ 199,577
<b>TOTAL REVENUES</b>	\$ 2,181,774					\$ 2,181,774
<b>EXPENDITURES</b>						
Certificated Salaries (1000-1999)	\$ 937,867	\$ 49,240		\$ 9,261		\$ 996,368
Classified Salaries (2000-2999)	\$ 208,027		\$ 12,982			\$ 221,009
Employee Benefits (3000-3999)	\$ 529,736	\$ 11,109	\$ 4,548	\$ 2,089		\$ 547,482
Books and Supplies (4000-4999)	\$ 54,441					\$ 54,441
Services, Other Operating Expenses (5000-5999)	\$ 309,981					\$ 309,981
Capital Outlay (6000-6599)	\$ -					\$ -
Other Outgo (7100-7299) (7400-7499)	\$ -					\$ -
Direct Support/Indirect Cost (7300-7399)	\$ -					\$ -
Other Adjustments						
<b>TOTAL EXPENDITURES</b>	\$ 2,040,052	\$ 60,349	\$ 17,530	\$ 11,350	\$ -	\$ 2,129,281
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ 141,722	\$ (60,349)	\$ (17,530)	\$ (11,350)	\$ -	\$ 52,493
Transfer In and Other Sources (8910-8979)	\$ -					
Transfers Out and Other Uses (7610-7699)	\$ -					\$ -
Contributions (8980-8999)	\$ -					
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ 141,722	\$ (60,349)	\$ (17,530)	\$ (11,350)	\$ -	\$ 52,493
<b>BEGINNING BALANCE</b>						
Beginning Balance	\$ 546,927					\$ 546,927
Prior-Year Adjustments/Restatements (9793/9795)	\$ -					\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 688,649	\$ (60,349)	\$ (17,530)	\$ (11,350)	\$ -	\$ 599,420
<b>COMPONENTS OF ENDING BALANCE:</b>						
Reserved Amounts (9711-9740)	\$ 19,650					\$ 19,650
Reserved for Economic Uncertainties (9770)	\$ 81,603					\$ 85,172
Designated Amounts (9775-9780)	\$ 587,396					\$ 494,598
Unappropriated Amount - Unrestricted (9790)						
Unappropriated Amount - Restricted (9790)						
Reserve for Economic Uncertainties Percentage	4%					4.00%

\* Please see question on page 7.





Piner-Olivet Union School District - Piner-Olivet Charter (POCS)

**J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES**

1. State Reserve Standard

		Current Year	Year 2	Year 3
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 2,129,281	\$ 2,250,446	\$ 2,361,746
b.	State Standard Minimum Reserve Percentage for this District Enter percentage:	4.00%	4.00%	4.00%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. or \$50,000)	\$ 85,171	\$ 90,018	\$ 94,470

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

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$ 85,172	\$ 90,018	\$ 94,470
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$ -	\$ -	\$ -
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	\$ -	\$ -	\$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e.	Total Available Reserves	\$ 85,172	\$ 90,018	\$ 94,470
f.	Reserve for Economic Uncertainties Percentage	4.00%	4.00%	4.00%

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

Current Year	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Year 2	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Year 3	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. If no, how do you plan to restore your reserves?

Piner-Olivet Union School District - Piner-Olivet Charter (POCS)

**L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT**

This disclosure document is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. This certification page should be signed by the Superintendent and Chief Business Official at the time of public disclosure. The absence of one or both of the signatures should serve as a "red flag" to the district's Governing Board.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Official of the Piner-Olivet Union School District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from July 1, 2022 to June 30, 2025.

**Board Actions**

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

**Budget Adjustment Categories:**

Revenues/Other Financing Sources  
Expenditures/Other Financing Uses  
Ending Balance(s) Increase (Decrease)

	Budget Adjustment (Decrease)	Increase/
\$		-
\$		95,617
\$		(95,617)

Subsequent Years

**Budget Adjustment Categories:**

Revenues/Other Financing Sources  
Expenditures/Other Financing Uses  
Ending Balance(s) Increase (Decrease)

	Budget Adjustment (Decrease)	Increase/
		\$0.00
		\$431,954.00
		(\$431,954.00)

**Budget Revisions**


If the district does not adopt all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

**Assumptions**

See attached page for a list of the assumptions upon which this certification is based.

**Certifications**

I hereby certify       I am unable to certify

  
\_\_\_\_\_  
District Superintendent  
(Signature)

6/8/2022  
\_\_\_\_\_  
Date

I hereby certify       I am unable to certify

  
\_\_\_\_\_  
Chief Business Official  
(Signature)

6/8/2022  
\_\_\_\_\_  
Date

**Special Note: The Sonoma County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.**

Piner-Olivet Union School District - Piner-Olivet Charter (POCS)

**Assumptions**

The assumptions upon which this certification is made are as follows:

SSC May Revision Dartboard and LCFF Calculator Modeling Version. The Governor's May revision includes a proposal to increase LCFF base funding which will increase revenue, if it comes to fruition (not included in MYP).

The District will begin the process of determining budget reductions and will implement as needed to ensure a balanced budget.

Concerns regarding affordability of agreement in subsequent years (if any):

See above.

Piner-Olivet Union School District - Piner-Olivet Charter (POCS)

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

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

Adhar  
District Superintendent (or Designee)  
(Signature)

6/8/2022  
Date

Kay Vang, CBD  
Contact Person

707-522-3008  
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on \_\_\_\_\_, took action to approve the proposed Agreement with the \_\_\_\_\_ Bargaining Unit.

\_\_\_\_\_  
President (or Clerk), Governing Board  
(Signature)

\_\_\_\_\_  
Date

Special Note: The Sonoma County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

Sonoma County Office of Education

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
**in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449**

Name of School District:	Piner-Olivet Union School District - Northwest Prep
Name of Bargaining Unit:	Piner-Olivet Educators Association (POEA)
Certificated, Classified, Other:	Certificated

The proposed agreement covers the period beginning:	July 1, 2022 (date)	and ending:	June 30, 2025 (date)
The Governing Board will act upon this agreement on:	June 22, 2022 (date)		

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

**A. Proposed Change in Compensation**

	Compensation	Annual Cost Prior to Proposed Agreement		Fiscal Impact of Proposed Agreement					
				Year 1 Increase/ (Decrease)		Year 2 Increase/ (Decrease)		Year 3 Increase/ (Decrease)	
		FY 2021	- 22	FY 2022	- 23	FY 2023	- 24	FY 2024	- 25
1	<b>Salary Schedule</b> (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 599,866		\$ 39,351		\$ 73,894		\$ 110,960	
				6.56%		11.56%		15.56%	
2	<b>Other Compensation -</b> Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ -		\$ -		\$ -		\$ -	
	<b>Description of other compensation</b>								
3	<b>Statutory Benefits -</b> STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 135,330		\$ 8,878		\$ 16,670		\$ 25,033	
				6.56%		11.56%		15.56%	
4	<b>Health/Welfare Plans</b>	\$ 77,983		\$ 3,509		\$ 3,431		\$ 3,601	
				4.50%		4.21%		4.24%	
5	<b>Total Compensation -</b> Add Items 1 through 4 to equal 5	\$ 813,179		\$ 51,738		\$ 93,995		\$ 139,594	
				6.362%		10.87%		14.56%	
6	<b>Step and Column -</b> Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$ -		\$ -		\$ -		\$ -	
7	<b>Total Number of Represented Employees</b> (Use FTEs if appropriate)	7.00							
8	<b>Total Compensation Average Cost per Employee</b>	\$ 116,168		\$ 7,391		\$ 13,428		\$ 19,942	
				6.362%		10.87%		14.56%	

Sonoma County Office of Education

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
**in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449**

Name of School District:	Piner-Olivet Union School District - Northwest Prep
Name of Bargaining Unit:	Piner-Olivet Classified Association (POCA)
Certificated, Classified, Other:	Classified

The proposed agreement covers the period beginning:	July 1, 2022 (date)	and ending:	June 30, 2025 (date)
The Governing Board will act upon this agreement on:	June 22, 2022 (date)		

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

**A. Proposed Change in Compensation**

#	Compensation	Annual Cost Prior to Proposed Agreement		Fiscal Impact of Proposed Agreement					
				Year 1 Increase/ (Decrease)		Year 2 Increase/ (Decrease)		Year 3 Increase/ (Decrease)	
		FY 2021	- 22	FY 2022	- 23	FY 2023	- 24	FY 2024	- 25
1	<b>Salary Schedule</b> (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 103,200		\$ 6,770		\$ 12,713		\$ 19,089	
				6.56%		11.56%		15.56%	
2	<b>Other Compensation -</b> Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ -		\$ -		\$ -		\$ -	
	<b>Description of other compensation</b>								
3	<b>Statutory Benefits -</b> STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 36,151		\$ 2,372		\$ 4,453		\$ 6,687	
				6.56%		11.56%		15.56%	
4	<b>Health/Welfare Plans</b>	\$ 16,512		\$ 743		\$ 726		\$ 762	
				4.50%		4.21%		4.24%	
5	<b>Total Compensation -</b> Add Items 1 through 4 to equal 5	\$ 155,863		\$ 9,885		\$ 17,892		\$ 26,538	
				6.34%		10.79%		14.45%	
6	<b>Step and Column -</b> Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$ -		\$ -		\$ -		\$ -	
7	<b>Total Number of Represented Employees</b> (Use FTEs if appropriate)	3.05							
8	<b>Total Compensation Average Cost per Employee</b>	\$ 51,103		\$ 3,241		\$ 5,866		\$ 8,701	
				6.342%		10.79%		14.45%	



Sonoma County Office of Education

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
**in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449**

Name of School District:	Piner-Olivet Union School District - Northwest Prep
Name of Bargaining Unit:	NA
Certificated, Classified, Other:	Unrepresented

The proposed agreement covers the period beginning:	July 1, 2022	and ending:	June 30, 2025
	(date)		(date)
The Governing Board will act upon this agreement on:	June 22, 2022		
	(date)		

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

**A. Proposed Change in Compensation**

Compensation	Annual Cost Prior to Proposed Agreement	Fiscal Impact of Proposed Agreement					
		Year 1 Increase/ (Decrease)		Year 2 Increase/ (Decrease)		Year 3 Increase/ (Decrease)	
		FY 2021 - 22	FY 2022 - 23	FY 2023 - 24	FY 2024 - 25		
1 <b>Salary Schedule</b> (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 85,146	\$ 5,586	\$ 10,489	\$ 15,750			
		6.56%	11.56%	15.56%			
2 <b>Other Compensation -</b> Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ -	\$ -	\$ -	\$ -			
<b>Description of other compensation</b>							
3 <b>Statutory Benefits -</b> STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 19,209	\$ 1,260	\$ 2,366	\$ 3,553			
		6.56%	11.56%	15.56%			
4 <b>Health/Welfare Plans</b>	\$ 7,663	\$ 345	\$ 337	\$ 354			
		4.50%	4.21%	4.24%			
5 <b>Total Compensation -</b> Add Items 1 through 4 to equal 5	\$ 112,018	\$ 7,191	\$ 13,192	\$ 19,657			
		6.420%	11.07%	14.85%			
6 <b>Step and Column -</b> Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$ -	\$ -	\$ -	\$ -			
7 <b>Total Number of Represented Employees</b> (Use FTEs if appropriate)	0.60						
8 <b>Total Compensation Average Cost per Employee</b>	\$ 186,697	\$ 11,985	\$ 21,987	\$ 32,762			
		6.420%	11.07%	14.85%			

## Piner-Olivet Union School District - Northwest Prep

9. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

POEA and POCA: 6.56% in year 1, 5% in year 2, and 4% in year 3.

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

no

11. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

none

12. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes  No

If yes, please describe the cap amount.

Health Premium Employer Contributions effective October of each fiscal year:  
 2022/23 Employee: \$900, Employee +1: \$1250, Family: \$1400  
 2023/24 Employee: \$925, Employee +1: \$1300, Family: \$1475  
 2024/25 Employee: \$950, Employee +1: \$1350, Family: \$1550  
 There is no cap on dental, vision, and life.

- B. Proposed negotiated changes in noncompensation items** (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

None

- C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement?** Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

The District will review the budget, instructional, and support programs to ensure the budget is balanced.

## Piner-Olivet Union School District - Northwest Prep

**D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?**

There is no contingency language within this agreement.

**E. Will this agreement create or increase deficit financing in the current or subsequent year(s)?**

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenue and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

Yes, this agreement will increase deficit spending in the current and subsequent years. Deficit financing of \$137,216, \$89,677, and \$83,448 will occur during fiscal year 2022-23, 2023-24, and 2024-25, respectively. The District has a fund balance available to sustain operations while budget reductions are implemented.

**F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.**

None

**G. Source of Funding for Proposed Agreement:**

## 1. Current Year

General Fund

## 2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

This is not a single year agreement.

## 3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

General Fund

Piner-Olivet Union School District - Northwest Prep

**H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**

**Combined General Fund - Northwest Prep  
Certificated, Classified, and Unrepresented**

Bargaining Unit:

	Column 1	Column 2a	Column 2b	Column 2c	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement	Adjustments as a Result of Settlement - Certificated	Adjustments as a Result of Settlement - Classified	Adjustments as a Result of Settlement - Unrepresented	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>						
Revenue Limit Sources (8010-8099)	\$ 1,296,056					\$ 1,296,056
Remaining Revenues (8100-8799)	\$ 98,299					\$ 98,299
<b>TOTAL REVENUES</b>	\$ 1,394,355					\$ 1,394,355
<b>EXPENDITURES</b>						
Certificated Salaries (1000-1999)	\$ 717,585	\$ 39,351		\$ 5,586		\$ 762,522
Classified Salaries (2000-2999)	\$ 109,123		\$ 6,770			\$ 115,893
Employee Benefits (3000-3999)	\$ 364,322	\$ 8,878	\$ 2,372	\$ 1,260		\$ 376,832
Books and Supplies (4000-4999)	\$ 88,649					\$ 88,649
Services, Other Operating Expenses (5000-5999)	\$ 177,675					\$ 177,675
Capital Outlay (6000-6599)	\$ -					\$ -
Other Outgo (7100-7299) (7400-7499)	\$ -					\$ -
Direct Support/Indirect Cost (7300-7399)	\$ -					\$ -
Other Adjustments						
<b>TOTAL EXPENDITURES</b>	\$ 1,457,354	\$ 48,229	\$ 9,142	\$ 6,846	\$ -	\$ 1,521,571
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ (62,999)	\$ (48,229)	\$ (9,142)	\$ (6,846)	\$ -	\$ (127,216)
Transfer In and Other Sources (8910-8979)	\$ -					
Transfers Out and Other Uses (7610-7699)	\$ 10,000					\$ 10,000
Contributions (8980-8999)	\$ -					
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ (72,999)	\$ (48,229)	\$ (9,142)	\$ (6,846)	\$ -	\$ (137,216)
<b>BEGINNING BALANCE</b>						
Beginning Balance	\$ 542,455					\$ 542,455
Prior-Year Adjustments/Restatements (9793/9795)	\$ -					\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 469,456	\$ (48,229)	\$ (9,142)	\$ (6,846)	\$ -	\$ 405,239
<b>COMPONENTS OF ENDING BALANCE:</b>						
Reserved Amounts (9711-9740)	\$ 53,840					\$ 53,840
Reserved for Economic Uncertainties (9770)	\$ 67,212					\$ 61,263
Designated Amounts (9775-9780)	\$ 348,404					\$ 290,136
Unappropriated Amount - Unrestricted (9790)						
Unappropriated Amount - Restricted (9790)						
Reserve for Economic Uncertainties Percentage	4%					4.00%

\* Please see question on page 7.



Piner-Olivet Union School District - Northwest Prep

**L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT**

This disclosure document is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. This certification page should be signed by the Superintendent and Chief Business Official at the time of public disclosure. The absence of one or both of the signatures should serve as a "red flag" to the district's Governing Board.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Official of the Piner-Olivet Union School District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from July 1, 2022 to June 30, 2025.

**Board Actions**

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

**Budget Adjustment Categories:**

	Budget Adjustment	Increase/ (Decrease)
Revenues/Other Financing Sources	\$	-
Expenditures/Other Financing Uses	\$	68,814
Ending Balance(s) Increase (Decrease)	\$	(68,814)

Subsequent Years

**Budget Adjustment Categories:**

	Budget Adjustment	Increase/ (Decrease)
Revenues/Other Financing Sources		\$0.00
Expenditures/Other Financing Uses		\$310,868.00
Ending Balance(s) Increase (Decrease)		(\$310,868.00)

**Budget Revisions**

If the district does not adopt all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

**Assumptions**

See attached page for a list of the assumptions upon which this certification is based.

**Certifications**

I hereby certify       I am unable to certify

  
 \_\_\_\_\_  
 District Superintendent  
 (Signature)

6/8/2022  
 \_\_\_\_\_  
 Date

I hereby certify       I am unable to certify

  
 \_\_\_\_\_  
 Chief Business Official  
 (Signature)

6/8/2022  
 \_\_\_\_\_  
 Date

**Special Note:** The Sonoma County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

Piner-Olivet Union School District - Northwest Prep

**J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES**

1. State Reserve Standard

		Current Year	Year 2	Year 3
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 1,531,571	\$ 1,622,257	\$ 1,706,394
b.	State Standard Minimum Reserve Percentage for this District Enter percentage:	4.00%	4.00%	4.00%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. or \$50,000)	\$ 61,263	\$ 64,890	\$ 68,256

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

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$ 61,263	\$ 64,891	\$ 68,256
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$ -	\$ -	\$ -
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	\$ -	\$ -	\$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e.	Total Available Reserves	\$ 61,263	\$ 64,891	\$ 68,256
f.	Reserve for Economic Uncertainties Percentage	4.00%	4.00%	4.00%

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

Current Year	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Year 2	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Year 3	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. If no, how do you plan to restore your reserves?



Piner-Olivet Union School District - Northwest Prep

**Assumptions**

The assumptions upon which this certification is made are as follows:

SSC May Revision Dartboard and LCFF Calculator Modeling Version. The Governor's May revision includes a proposal to increase LCFF base funding which will increase revenue, if it comes to fruition (not included in MYP).

The District will begin the process of determining budget reductions and will implement as needed to ensure a balanced budget.

Concerns regarding affordability of agreement in subsequent years (if any):

See above.



Piner-Olivet Union School District - Northwest Prep

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

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

*[Signature]*  
District Superintendent (or Designee)  
(Signature)

6/8/2022  
Date

*Kay Vang, CBD*  
Contact Person

707-522-3008  
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on \_\_\_\_\_, took action to approve the proposed Agreement with the \_\_\_\_\_ Bargaining Unit.

\_\_\_\_\_  
President (or Clerk), Governing Board  
(Signature)

\_\_\_\_\_  
Date

Special Note: The Sonoma County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

## Agenda Item Summary

Action Item: **8.2 Public Hearing and Ratification of Closed Session Action Regarding 2022-23 through 2024-25 Contract Agreements Between the District and the Piner-Olivet Classified Association (POCA)**

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Special Meeting of: June 22, 2022                      Action Item                      Report Format:

Attachment:      Tentative Agreement and AB1200 Disclosure Document

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**Presented by:** Dr. Kay Vang, CBO

### **Background**

The District and POCA negotiating team tentatively agreed to the District proposal for 2022-23 through 2024-25. An AB 1200 Disclosure document was completed, posted, and sent to the Sonoma County Office of Education for comment.

### **Issue(s)**

To take effect, the Governing Board must approve the agreement in Closed Session and then ratify that action in Open Session.

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

The AB 1200 disclosure documentation shows that the agreement will cause the District to deficit spend in 2022-23 through 2024-25. Deficit spending is projected to be \$294,902, \$805,755.40, and \$1,308,007.55, respectively.

For Piner-Olivet Charter (POCS), deficit spending is projected to be \$152,082 in 2024-25.

For Northwest Prep (NWP), deficit spending is projected to be \$137,216, \$89,677, and \$83,448, respectively.

Required reserve levels for economic uncertainty will be met for all three years. Cash flow reserves at 4% will be maintained for 2022-23 through 2024-25. The District will need to make budget reductions to eliminate deficit spending. The AB 1200 disclosure is being certified based on the District making budget reductions in subsequent years.

### **Recommendation**

Ratify Closed Session action.

Memorandum of Agreement  
Wages and Health & Welfare Benefits  
For 2022-23, 2023-24, and 2024-25

Piner-Olivet Union School District (POUSD)  
and  
Piner-Olivet Classified Association (POCA / CSEA, Chapter 45)

The parties agree to the following terms for Wages and Health & Welfare Benefits increases for the next three years, concluding and foreclosing further negotiations on Wages and Health & Welfare Benefits for such period, as follows:

**1. Wages and Health & Welfare Benefits**

In exercise of the parties' reopener for the 2022-23 school year, POUSD and POCA agree as follows for Wages and Health & Welfare Benefits for the next three years (2022-23, 2023-24, 2024-25).

**A. Wages**

*Increase bargaining unit wages for the next three years, as follows:*

Effective July 1, 2022: 6.56% across the board salary increase.  
Effective July 1, 2023: 5% across the board salary increase.  
Effective July 1, 2024: 4% across the board salary increase.

**B. Health Premium Contributions**

*Increase the District's health premium contributions to bargaining unit members for the next three plan years (October 2022, October 2023, October 2024), as follows:*

<u>Current</u>	<u>New (per month, 12 months)</u>		
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Single coverage: \$850/month	\$900/month	\$925	\$950
Employee + 1: \$1000/month	\$1250/month	\$1300	\$1350
Family: \$1200/month	\$1400/month	\$1475	\$1550

**C. Other Items Still to be Negotiated**

*The parties agree that the following two items are not closed, but instead are still open for negotiation between POCA and POUSD:*

1. Stipend for 2022-23 related to COVID-19.
2. Juneteenth holiday.

**2. Reopeners – CBA Section 30.2**

This MOU concludes and fully satisfies the parties' obligations and rights to negotiate Wages and Health & Welfare Benefits for a three-year period. Accordingly, the parties agree that there shall be no reopener on Wages or Health & Welfare benefits for 2022-23, 2023-24, or 2024-25.

SO AGREED.

*Karen Wofford*

\_\_\_\_\_  
For POCA

06 / 20 / 2022

\_\_\_\_\_  
Date

*S. Chau*

\_\_\_\_\_  
For POUUSD

6/17/2022

\_\_\_\_\_  
Date

Sonoma County Office of Education

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Piner-Olivet Union School District  
Name of Bargaining Unit: Piner-Olivet Educators Association (POEA)  
Certificated, Classified, Other: Certificated

The proposed agreement covers the period beginning: July 1, 2022 and ending: June 30, 2025  
(date) (date)

The Governing Board will act upon this agreement on: June 22, 2022  
(date)

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

**A. Proposed Change in Compensation**

Compensation	Annual Cost Prior to Proposed Agreement FY 2021 - 22	Fiscal Impact of Proposed Agreement					
		Year 1		Year 2		Year 3	
		FY 2022	Increase/ (Decrease) - 23	FY 2023	Increase/ (Decrease) - 24	FY 2024	Increase/ (Decrease) - 25
1 <b>Salary Schedule</b> (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 3,646,252	\$ 239,194		\$ 449,158		\$ 674,464	
		6.56%		11.56%		15.56%	
2 <b>Other Compensation -</b> Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ -	\$ -		\$ -		\$ -	
Description of other compensation							
3 <b>Statutory Benefits -</b> STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 822,594	\$ 53,962		\$ 101,330		\$ 152,159	
		6.56%		11.56%		15.56%	
4 <b>Health/Welfare Plans</b>	\$ 474,013	\$ 21,330		\$ 20,853		\$ 21,886	
		4.50%		4.21%		4.24%	
5 <b>Total Compensation -</b> Add Items 1 through 4 to equal 5	\$ 4,942,859	\$ 314,486		\$ 571,341		\$ 848,509	
		6.362%		10.87%		14.56%	
6 <b>Step and Column -</b> Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$ -	\$ -		\$ -		\$ -	
7 <b>Total Number of Represented Employees</b> (Use FTEs if appropriate)	44.00						
8 <b>Total Compensation Average Cost per Employee</b>	\$ 112,338	\$ 7,147		\$ 12,985		\$ 19,284	
		6.362%		10.87%		14.56%	

Sonoma County Office of Education

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Piner-Olivet Union School District  
Name of Bargaining Unit: Piner-Olivet Classified Association (POCA)  
Certificated, Classified, Other: Classified

The proposed agreement covers the period beginning: July 1, 2022 and ending: June 30, 2025  
(date) (date)

The Governing Board will act upon this agreement on: June 22, 2022  
(date)

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

**A. Proposed Change in Compensation**

Compensation	Annual Cost Prior to Proposed Agreement FY 2021 - 22	Fiscal Impact of Proposed Agreement					
		Year 1		Year 2		Year 3	
		FY 2022	Increase/ (Decrease) - 23	FY 2023	Increase/ (Decrease) - 24	FY 2024	Increase/ (Decrease) - 25
1 <b>Salary Schedule</b> (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 1,468,163	\$ 96,311		\$ 180,853		\$ 271,573	
		6.56%		11.56%		15.56%	
2 <b>Other Compensation -</b> Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ -	\$ -		\$ -		\$ -	
Description of other compensation							
3 <b>Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.</b>	\$ 514,297	\$ 33,738		\$ 63,353		\$ 95,132	
		6.56%		11.56%		15.56%	
4 <b>Health/Welfare Plans</b>	\$ 234,906	\$ 10,570		\$ 10,334		\$ 10,846	
		4.50%		4.21%		4.24%	
5 <b>Total Compensation - Add Items 1 through 4 to equal 5</b>	\$ 2,217,366	\$ 140,619		\$ 254,540		\$ 377,551	
		6.34%		10.79%		14.45%	
6 <b>Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1.</b>	\$ -	\$ -		\$ -		\$ -	
7 <b>Total Number of Represented Employees (Use FTEs if appropriate)</b>	33.60						
8 <b>Total Compensation Average Cost per Employee</b>	\$ 65,993	\$ 4,185		\$ 7,576		\$ 11,237	
		6.342%		10.79%		14.45%	

Sonoma County Office of Education

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Piner-Olivet Union School District  
Name of Bargaining Unit: NA  
Certificated, Classified, Other: Unrepresented

The proposed agreement covers the period beginning: July 1, 2022 and ending: June 30, 2025  
(date) (date)

The Governing Board will act upon this agreement on: June 22, 2022  
(date)

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

**A. Proposed Change in Compensation**

Compensation	Annual Cost Prior to Proposed Agreement FY 2021 - 22	Fiscal Impact of Proposed Agreement					
		Year 1		Year 2		Year 3	
		FY 2022	Increase/ (Decrease) - 23	FY 2023	Increase/ (Decrease) - 24	FY 2024	Increase/ (Decrease) - 25
1 Salary Schedule (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 1,327,490	\$ 87,083		\$ 163,525		\$ 245,552	
		6.56%		11.56%		15.56%	
2 Other Compensation - Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ -	\$ -		\$ -		\$ -	
Description of other compensation							
3 Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 333,037	\$ 21,847		\$ 41,025		\$ 61,603	
		6.560%		11.56%		15.56%	
4 Health/Welfare Plans	\$ 119,474	\$ 5,376		\$ 5,256		\$ 5,516	
		4.50%		4.21%		4.24%	
5 Total Compensation - Add Items 1 through 4 to equal 5	\$ 1,780,001	\$ 114,306		\$ 209,806		\$ 312,671	
		6.422%		11.08%		14.86%	
6 Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$ -	\$ -		\$ -		\$ -	
7 Total Number of Represented Employees (Use FTEs if appropriate)	9.50						
8 Total Compensation Average Cost per Employee	\$ 187,369	\$ 12,032		\$ 22,085		\$ 32,913	
		6.422%		11.08%		14.86%	

## Piner-Olivet Union School District

9. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

POEA and POCA: 6.56% in year 1, 5% in year 2, and 4% in year 3.

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

no

11. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

none

12. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes  No

If yes, please describe the cap amount.

Health Premium Employer Contributions effective October of each fiscal year:

2022/23 Employee: \$900, Employee +1: \$1250, Family: \$1400

2023/24 Employee: \$925, Employee +1: \$1300, Family: \$1475

2024/25 Employee: \$950, Employee +1: \$1350, Family: \$1550

There is no cap on dental, vision, and life.

- B. Proposed negotiated changes in noncompensation items** (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

None

- C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement?** Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

The District will review the budget, instructional, and support programs to ensure the budget is balanced.



Piner-Olivet Union School District

**D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?**

There is no contingency language within this agreement.

**E. Will this agreement create or increase deficit financing in the current or subsequent year(s)?**

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenue and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

Yes, this agreement will increase deficit spending in the current and subsequent years. Deficit financing of \$294,902, \$805,755.40, and \$1,308,007.55 will occur during fiscal year 2022-23, 2023-24, and 2024-25, respectively. The District has a fund balance available to sustain operations while budget reductions are implemented.

**F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.**

None

**G. Source of Funding for Proposed Agreement:**

1. Current Year

General Fund

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

This is not a single year agreement.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

General Fund

## Piner-Olivet Union School District

## H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Bargaining Unit:	Combined General Fund Certificated, Classified, and Unrepresented					
	Column 1 Latest Board-Approved Budget Before Settlement	Column 2a Adjustments as a Result of Settlement - Certificated	Column 2b Adjustments as a Result of Settlement - Classified	Column 2c Adjustments as a Result of Settlement - Unrepresented	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>						
Revenue Limit Sources (8010-8099)	\$ 11,523,490					\$ 11,523,490
Remaining Revenues (8100-8799)	\$ 2,605,173					\$ 2,605,173
<b>TOTAL REVENUES</b>	\$ 14,128,663					\$ 14,128,663
<b>EXPENDITURES</b>						
Certificated Salaries (1000-1999)	\$ 4,837,876	\$ 239,194		\$ 69,431		\$ 5,146,501
Classified Salaries (2000-2999)	\$ 1,952,533		\$ 96,311	\$ 17,652		\$ 2,066,496
Employee Benefits (3000-3999)	\$ 3,231,730	\$ 53,962	\$ 33,738	\$ 21,847		\$ 3,341,277
Books and Supplies (4000-4999)	\$ 497,275					\$ 497,275
Services, Other Operating Expenses (5000-5999)	\$ 3,372,016					\$ 3,372,016
Capital Outlay (6000-6599)	\$ -					\$ -
Other Outgo (7100-7299) (7400-7499)	\$ -					\$ -
Direct Support/Indirect Cost (7300-7399)	\$ -					\$ -
Other Adjustments						
<b>TOTAL EXPENDITURES</b>	\$ 13,891,430	\$ 293,156	\$ 130,049	\$ 108,930	\$ -	\$ 14,423,565
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ 237,233	\$ (293,156)	\$ (130,049)	\$ (108,930)	\$ -	\$ (294,902)
Transfer In and Other Sources (8910-8979)	\$ -					
Transfers Out and Other Uses (7610-7699)	\$ -					
Contributions (8980-8999)	\$ -					
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>						
<b>BEGINNING BALANCE</b>	\$ 5,483,880					\$ 5,483,880
Prior-Year Adjustments/Restatements (9793/9795)	\$ -					\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 5,721,113	\$ (293,156)	\$ (130,049)	\$ (108,930)	\$ -	\$ 5,188,978
<b>COMPONENTS OF ENDING BALANCE:</b>						
Reserved Amounts (9711-9740)	\$ 31,392					\$ 31,392
Reserved for Economic Uncertainties (9770)	\$ 555,658				\$ 21,285	\$ 576,943
Designated Amounts (9775-9780)	\$ 5,134,063					\$ 4,580,643
Unappropriated Amount - Unrestricted (9790)	\$ -					
Unappropriated Amount - Restricted (9790)	\$ -					
Reserve for Economic Uncertainties Percentage	4%					4.00%

\* Please see question on page 7.

## Piner-Olivet Union School District

**H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET****Cafeteria Fund**

Bargaining Unit: Piner-Olivet Classified Association (POCA)

	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement	Adjustments as a Result of Settlement - Classified	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$ -	\$ -	\$ -	\$ -
Remaining Revenues (8100-8799)	\$ 427,250	\$ -	\$ -	\$ 427,250
<b>TOTAL REVENUES</b>	\$ 427,250	\$ -	\$ -	\$ 427,250
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$ -	\$ -	\$ -	\$ -
Classified Salaries (2000-2999)	\$ 70,467	\$ 4,623	\$ -	\$ 75,090
Employee Benefits (3000-3999)	\$ 24,997	\$ 1,640	\$ -	\$ 26,637
Books and Supplies (4000-4999)	\$ 352,172	\$ -	\$ -	\$ 352,172
Services, Other Operating Expenses (5000-5999)	\$ 13,839	\$ -	\$ -	\$ 13,839
Capital Outlay (6000-6999)	\$ -	\$ -	\$ -	\$ -
Other Outgo (7100-7299) (7400-7499)	\$ -	\$ -	\$ -	\$ -
Direct Support/Indirect Cost (7300-7399)	\$ -	\$ -	\$ -	\$ -
<b>TOTAL EXPENDITURES</b>	\$ 461,475	\$ 6,262	\$ -	\$ 467,737
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ (34,225)	\$ (6,262)	\$ -	\$ (40,487)
Transfers In and Other Sources (8910-8979)	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses (7610-7699)	\$ -	\$ -	\$ -	\$ -
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ (34,225)	\$ (6,262)	\$ -	\$ (40,487)
<b>BEGINNING BALANCE</b>	\$ 73,902			\$ 73,902
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 39,677	\$ (6,262)	\$ -	\$ 33,415
<b>COMPONENTS OF ENDING BALANCE:</b>				
Reserved Amounts (9711-9713)	\$ -	\$ -	\$ -	\$ -
Reserved for Economic Uncertainties (9770)	\$ -	\$ -	\$ -	\$ -
Board Designated Amounts (9775-9780)	\$ -	\$ -	\$ -	\$ -
Unappropriated Amounts (9790)	\$ 39,677	\$ (6,262)	\$ -	\$ 33,415

\* Please see question on page 7.

**Multityear Projection**  
AB 1200: FINAL 22-23 Budget Dev F01 District  
Combined

Description (Object Range) [Sum Detail]	2022-23	2023-24	2024-25
	Base Year	Year 2	Year 3
<b>A. REVENUES &amp; OTHER FINANCING SOURCES [Sum Lines A1-A5c]</b>	<b>\$14,423,563.00</b>	<b>\$14,260,861.94</b>	<b>\$14,481,477.31</b>
1. LCFF/Revenue Limit Sources (8010-8099)	11,523,490.00	11,949,642.00	12,170,341.00
2. Federal Revenues (8100-8299)	522,125.00	522,125.00	522,125.00
3. Other State Revenues (8300-8599)	1,050,537.00	760,923.56	762,443.71
4. Other Local Revenues (8600-8799)	1,032,511.00	1,028,171.38	1,026,567.60
5. Other Financing Sources	0.00	0.00	0.00
a. Transfers In (8900-8929)	0.00	0.00	0.00
b. Other Sources (8930-8979)	0.00	0.00	0.00
c. Contributions (8980-8999)	0.00	0.00	0.00
<b>B. EXPENDITURES &amp; OTHER FINANCING USES [Sum Lines B1-B10]</b>	<b>\$14,423,565.00</b>	<b>\$15,066,617.34</b>	<b>\$15,789,484.86</b>
1. Certificated Salaries (1000-1999)	5,146,501.00	5,446,091.73	5,805,533.77
2. Classified Salaries (2000-2999)	2,066,496.00	2,202,368.14	2,324,819.83
3. Employee Benefits (3000-3999)	3,341,277.00	3,427,840.94	3,545,037.38
4. Books and Supplies (4000-4999)	497,275.00	484,561.77	494,107.64
5. Services and Other Operating Expenditures (5000-5999)	3,372,016.00	3,499,972.76	3,567,141.24
6. Capital Outlay (6000-6999)	0.00	0.00	0.00
7. Other Outgo (excluding Transfers of Indirect Costs) (7100-7299,7400-7499)	0.00	0.00	0.00
8. Other Outgo - Transfers of Indirect Costs (7300-7399)	0.00	0.00	0.00
9. Other Financing Uses	0.00	0.00	0.00
a. Transfers Out (7600-7629)	0.00	5,782.00	52,845.00
b. Other Uses (7630-7699)	0.00	0.00	0.00
10. Other Adjustments (described in assumptions)	0.00	0.00	0.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>	<b>(294,902.00)</b>	<b>(805,755.40)</b>	<b>(1,308,007.55)</b>
<b>D. FUND BALANCE</b>			
1. Beginning Fund Balance (9791-9795)	5,483,880.00	5,188,978.00	4,383,222.60
2. Ending Fund Balance [Sum lines D2a-D2e2]	<b>\$5,188,978.00</b>	<b>\$4,383,222.60</b>	<b>\$3,075,215.05</b>
a. Nonspendable (9710-9719)	3,000.00	3,000.00	3,000.00
b. Restricted (9740)	28,392.00	0.00	0.00
c. Committed	0.00	0.00	0.00
1. Stabilization Arrangements (9750)	0.00	0.00	0.00
2. Other Commitments (9760)	576,943.00	602,666.00	631,580.00
Reserve for Cash Flow @ 4%	576,943.00	602,666.00	631,580.00
d. Assigned	0.00	0.00	0.00
1. Other Assignments (9780)	4,003,700.00	3,174,891.60	1,809,055.05
Special Ed & Facilities	4,003,700.00	3,174,891.60	1,809,055.05
e. Unassigned/Unappropriated	576,943.00	602,665.00	631,580.00
1. Reserve for Economic Uncertainties (9789)	0.00	0.00	0.00
2. Unassigned/Unappropriated (9790)	576,943.00	602,665.00	631,580.00

**Multityear Projection**  
AB 1200: FINAL 22-23 Budget Dev F01 District  
Unrestricted

Description (Object Range) [Sum Detail]	2022-23	2023-24	2024-25
	Base Year	Year 2	Year 3
<b>A. REVENUES &amp; OTHER FINANCING SOURCES [Sum Lines A1-A5c]</b>	<b>\$9,343,385.00</b>	<b>\$9,608,681.68</b>	<b>\$9,674,729.43</b>
1. LCFF/Revenue Limit Sources (8010-8099)	11,336,453.00	11,762,605.00	11,983,304.00
2. Federal Revenues (8100-8299)	0.00	0.00	0.00
3. Other State Revenues (8300-8599)	159,559.00	160,591.37	161,404.27
4. Other Local Revenues (8600-8799)	519,505.00	515,165.38	513,561.60
5. Other Financing Sources	0.00	0.00	0.00
a. Transfers In (8900-8929)	0.00	0.00	0.00
b. Other Sources (8930-8979)	0.00	0.00	0.00
c. Contributions (8980-8999)	0.00	0.00	0.00
<b>B. EXPENDITURES &amp; OTHER FINANCING USES [Sum Lines B1-B10]</b>	<b>(2,672,132.00)</b>	<b>(2,829,680.07)</b>	<b>(2,983,540.44)</b>
1. Certificated Salaries (1000-1999)	4,549,194.00	4,895,489.76	5,218,494.01
2. Classified Salaries (2000-2999)	1,611,717.00	1,717,687.40	1,813,190.82
3. Employee Benefits (3000-3999)	2,358,414.00	2,459,844.78	2,561,459.76
4. Books and Supplies (4000-4999)	172,808.00	299,234.18	305,129.10
5. Services and Other Operating Expenditures (5000-5999)	1,136,692.00	1,198,544.96	1,222,156.29
6. Capital Outlay (6000-6999)	0.00	0.00	0.00
7. Other Outgo (excluding Transfers of Indirect Costs) (7100-7299,7400-7499)	0.00	0.00	0.00
8. Other Outgo - Transfers of Indirect Costs (7300-7399)	(190,538.00)	(190,538.00)	(190,538.00)
9. Other Financing Uses	0.00	0.00	0.00
a. Transfers Out (7600-7629)	0.00	5,782.00	52,845.00
b. Other Uses (7630-7699)	0.00	0.00	0.00
10. Other Adjustments (described in assumptions)	0.00	0.00	0.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>	<b>(294,902.00)</b>	<b>(777,363.40)</b>	<b>(1,308,007.55)</b>
<b>D. FUND BALANCE</b>			
1. Beginning Fund Balance (9791-9795)	5,483,880.00	5,188,978.00	4,383,222.60
2. Ending Fund Balance [Sum lines D2a-D2e2]	<b>\$5,188,978.00</b>	<b>\$4,383,222.60</b>	<b>\$3,075,215.05</b>
a. Nonspendable (9710-9719)	3,000.00	3,000.00	3,000.00
b. Restricted (9740)	28,392.00	0.00	0.00
c. Committed	0.00	0.00	0.00
1. Stabilization Arrangements (9750)	0.00	0.00	0.00
2. Other Commitments (9760)	576,943.00	602,666.00	631,580.00
Reserve for Cash Flow @ 4%	576,943.00	602,666.00	631,580.00
d. Assigned	0.00	0.00	0.00
1. Other Assignments (9780)	4,003,700.00	3,174,891.60	1,809,055.05
Special Ed & Facilities	4,003,700.00	3,174,891.60	1,809,055.05
e. Unassigned/Unappropriated	576,943.00	602,665.00	631,580.00
1. Reserve for Economic Uncertainties (9789)	0.00	0.00	0.00
2. Unassigned/Unappropriated (9790)	576,943.00	602,665.00	631,580.00

**Multityear Projection**  
AB 1200: FINAL 22-23 Budget Dev F01 District  
Restricted

Description (Object Range) [Sum Detail]	2022-23	2023-24	2024-25
	Base Year	Year 2	Year 3
<b>A. REVENUES &amp; OTHER FINANCING SOURCES [Sum Lines A1-A5c]</b>	<b>\$4,785,278.00</b>	<b>\$4,652,180.26</b>	<b>\$4,806,747.88</b>
1. LCFF/Revenue Limit Sources (8010-8099)	187,037.00	187,037.00	187,037.00
2. Federal Revenues (8100-8299)	522,125.00	522,125.00	522,125.00
3. Other State Revenues (8300-8599)	890,978.00	600,332.19	601,039.44
4. Other Local Revenues (8600-8799)	513,006.00	513,006.00	513,006.00
5. Other Financing Sources	0.00	0.00	0.00
a. Transfers In (8900-8929)	0.00	0.00	0.00
b. Other Sources (8930-8979)	0.00	0.00	0.00
c. Contributions (8980-8999)	0.00	0.00	0.00
<b>B. EXPENDITURES &amp; OTHER FINANCING USES [Sum Lines B1-B10]</b>	<b>2,672,132.00</b>	<b>2,829,680.07</b>	<b>2,983,540.44</b>
1. Certificated Salaries (1000-1999)	597,307.00	550,601.97	587,039.76
2. Classified Salaries (2000-2999)	454,779.00	484,680.74	511,629.01
3. Employee Benefits (3000-3999)	982,863.00	967,996.16	983,577.62
4. Books and Supplies (4000-4999)	324,467.00	185,327.59	188,978.54
5. Services and Other Operating Expenditures (5000-5999)	2,235,324.00	2,301,427.80	2,344,984.95
6. Capital Outlay (6000-6999)	0.00	0.00	0.00
7. Other Outgo (excluding Transfers of Indirect Costs) (7100-7299,7400-7499)	0.00	0.00	0.00
8. Other Outgo - Transfers of Indirect Costs (7300-7399)	0.00	0.00	0.00
9. Other Financing Uses	0.00	0.00	0.00
a. Transfers Out (7600-7629)	0.00	0.00	0.00
b. Other Uses (7630-7699)	0.00	0.00	0.00
10. Other Adjustments (described in assumptions)	0.00	0.00	0.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>	<b>0.00</b>	<b>(28,392.00)</b>	<b>0.00</b>
<b>D. FUND BALANCE</b>			
1. Beginning Fund Balance (9791-9795)	28,392.00	28,392.00	0.00
2. Ending Fund Balance [Sum lines D2a-D2e2]	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
a. Nonspendable (9710-9719)	0.00	0.00	0.00
b. Restricted (9740)	28,392.00	0.00	0.00
c. Committed	0.00	0.00	0.00
1. Stabilization Arrangements (9750)	0.00	0.00	0.00
2. Other Commitments (9760)	0.00	0.00	0.00
Reserve for Cash Flow @ 4%	0.00	0.00	0.00
d. Assigned	0.00	0.00	0.00
1. Other Assignments (9780)	0.00	0.00	0.00
Special Ed & Facilities	0.00	0.00	0.00
e. Unassigned/Unappropriated	0.00	0.00	0.00
1. Reserve for Economic Uncertainties (9789)	0.00	0.00	0.00
2. Unassigned/Unappropriated (9790)	0.00	0.00	0.00

Piner-Olivet Union School District

**J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES**

1. State Reserve Standard

		Current Year	Year 2	Year 3
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 14,423,565	\$ 15,066,617	\$ 15,789,485
b.	State Standard Minimum Reserve Percentage for this District Enter percentage:	4.00%	4.00%	4.00%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. or \$50,000)	\$ 576,943	\$ 602,665	\$ 631,579

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

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$ 576,943	\$ 602,665	\$ 631,580
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$ -	\$ -	\$ -
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	\$ -	\$ -	\$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e.	Total Available Reserves	\$ 576,943	\$ 602,665	\$ 631,580
f.	Reserve for Economic Uncertainties Percentage	4.00%	4.00%	4.00%

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

Current Year	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Year 2	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Year 3	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. If no, how do you plan to restore your reserves?

Piner-Olivet Union School District

**L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT**

This disclosure document is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. This certification page should be signed by the Superintendent and Chief Business Official at the time of public disclosure. The absence of one or both of the signatures should serve as a "red flag" to the district's Governing Board.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Official of the Piner-Olivet Union School District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from July 1, 2022 to June 30, 2025.

**Board Actions**

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

**Budget Adjustment Categories:**

	<b>Budget Adjustment</b>	<b>Increase/ (Decrease)</b>
Revenues/Other Financing Sources	\$	-
Expenditures/Other Financing Uses	\$	538,398
Ending Balance(s) Increase (Decrease)	\$	(538,398)

Subsequent Years

**Budget Adjustment Categories:**

	<b>Budget Adjustment</b>	<b>Increase/ (Decrease)</b>
Revenues/Other Financing Sources		\$0.00
Expenditures/Other Financing Uses		\$2,511,656.00
Ending Balance(s) Increase (Decrease)		(\$2,511,656.00)

**Budget Revisions**

If the district does not adopt all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

**Assumptions**

See attached page for a list of the assumptions upon which this certification is based.

**Certifications**

I hereby certify       I am unable to certify

*[Signature]*  
District Superintendent  
(Signature)

6/8/2022  
Date

I hereby certify       I am unable to certify

*[Signature]*  
Chief Business Official  
(Signature)

6/8/2022  
Date

**Special Note:** The Sonoma County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

Piner-Olivet Union School District

**Assumptions**

The assumptions upon which this certification is made are as follows:

SSC May Revision Dartboard and LCFF Calculator Modeling Version. The Governor's May revision includes a proposal to increase LCFF base funding which will increase revenue, if it comes to fruition (not included in MYP).

The District will begin the process of determining budget reductions and will implement as needed to ensure a balanced budget.

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Concerns regarding affordability of agreement in subsequent years (if any):

See above.

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Piner-Olivet Union School District

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

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

*Ascharr*

District Superintendent (or Designee)  
(Signature)

*6/8/2002*  
Date

*Kay Vang, CBO*  
Contact Person

*707-522-3008*  
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on \_\_\_\_\_, took action to approve the proposed Agreement with the \_\_\_\_\_ Bargaining Unit.

\_\_\_\_\_  
President (or Clerk), Governing Board  
(Signature)

\_\_\_\_\_  
Date

Special Note: The Sonoma County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.



Sonoma County Office of Education

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Piner-Olivet Union School District - Piner-Olivet Charter (POCS)  
Name of Bargaining Unit: Piner-Olivet Educators Association (POEA)  
Certificated, Classified, Other: Certificated

The proposed agreement covers the period beginning: July 1, 2022 and ending: June 30, 2025  
(date) (date)

The Governing Board will act upon this agreement on: June 22, 2022  
(date)

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

**A. Proposed Change in Compensation**

Compensation	Annual Cost Prior to Proposed Agreement FY 2021 - 22	Fiscal Impact of Proposed Agreement					
		Year 1 Increase/ (Decrease)		Year 2 Increase/ (Decrease)		Year 3 Increase/ (Decrease)	
		FY 2022	- 23	FY 2023	- 24	FY 2024	- 25
1 Salary Schedule (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 750,606	\$ 49,240		\$ 92,462		\$ 138,843	
		6.56%		11.56%		15.56%	
2 Other Compensation - Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ -	\$ -		\$ -		\$ -	
Description of other compensation							
3 Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 169,337	\$ 11,109		\$ 20,860		\$ 31,323	
		6.56%		11.56%		15.56%	
4 Health/Welfare Plans	\$ 97,579	\$ 4,391		\$ 4,293		\$ 4,506	
		4.50%		4.21%		4.24%	
5 Total Compensation - Add Items 1 through 4 to equal 5	\$ 1,017,522	\$ 64,740		\$ 117,615		\$ 174,672	
		6.363%		10.87%		14.56%	
6 Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$ -	\$ -		\$ -		\$ -	
7 Total Number of Represented Employees (Use FTEs if appropriate)	8.00						
8 Total Compensation Average Cost per Employee	\$ 127,190	\$ 8,093		\$ 14,702		\$ 21,834	
		6.363%		10.87%		14.56%	

Sonoma County Office of Education

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Piner-Olivet Union School District - Piner-Olivet Charter (POCS)  
Name of Bargaining Unit: Piner-Olivet Classified Association (POCA)  
Certificated, Classified, Other: Classified

The proposed agreement covers the period beginning: July 1, 2022 and ending: June 30, 2025  
(date) (date)

The Governing Board will act upon this agreement on: June 22, 2022  
(date)

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

**A. Proposed Change in Compensation**

Compensation	Annual Cost Prior to Proposed Agreement FY 2021 - 22	Fiscal Impact of Proposed Agreement					
		Year 1 Increase/ (Decrease)		Year 2 Increase/ (Decrease)		Year 3 Increase/ (Decrease)	
		FY 2022	- 23	FY 2023	- 24	FY 2024	- 25
1 Salary Schedule (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 197,898	\$ 12,982		\$ 24,378		\$ 36,606	
		6.56%		11.56%		15.56%	
2 Other Compensation - Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ -	\$ -		\$ -		\$ -	
Description of other compensation							
3 Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 69,324	\$ 4,548		\$ 8,540		\$ 12,823	
		6.56%		11.56%		15.56%	
4 Health/Welfare Plans	\$ 31,664	\$ 1,425		\$ 1,393		\$ 1,462	
		4.50%		4.21%		4.24%	
5 Total Compensation - Add Items 1 through 4 to equal 5	\$ 298,886	\$ 18,955		\$ 34,311		\$ 50,891	
		6.34%		10.80%		14.45%	
6 Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$ -	\$ -		\$ -		\$ -	
7 Total Number of Represented Employees (Use FTEs if appropriate)	5.11						
8 Total Compensation Average Cost per Employee	\$ 58,490	\$ 3,709		\$ 6,714		\$ 9,959	
		6.342%		10.80%		14.45%	

Sonoma County Office of Education

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Piner-Olivet Union School District - Piner-Olivet Charter (POCS)  
Name of Bargaining Unit: NA  
Certificated, Classified, Other: Unrepresented

The proposed agreement covers the period beginning: July 1, 2022 and ending: June 30, 2025  
(date) (date)

The Governing Board will act upon this agreement on: June 22, 2022  
(date)

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

**A. Proposed Change in Compensation**

Compensation	Annual Cost Prior to Proposed Agreement FY 2021 - 22	Fiscal Impact of Proposed Agreement					
		Year 1 Increase/ (Decrease)		Year 2 Increase/ (Decrease)		Year 3 Increase/ (Decrease)	
		FY 2022	- 23	FY 2023	- 24	FY 2024	- 25
1 Salary Schedule (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 141,177	\$ 9,261	\$ 17,391	\$ 26,114			
		6.56%	11.56%	15.56%			
2 Other Compensation - Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ -	\$ -	\$ -	\$ -			
Description of other compensation							
3 Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 31,850	\$ 2,089	\$ 3,923	\$ 5,891			
		6.56%	11.56%	15.56%			
4 Health/Welfare Plans	\$ 12,705	\$ 572	\$ 559	\$ 587			
		4.50%	4.21%	4.24%			
5 Total Compensation - Add Items 1 through 4 to equal 5	\$ 185,732	\$ 11,922	\$ 21,873	\$ 32,592			
		6.419%	11.07%	14.85%			
6 Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$ -	\$ -	\$ -	\$ -			
7 Total Number of Represented Employees (Use FTEs if appropriate)	1.00						
8 Total Compensation Average Cost per Employee	\$ 185,732	\$ 11,922	\$ 21,873	\$ 32,592			
		6.419%	11.07%	14.85%			

Piner-Olivet Union School District - Piner-Olivet Charter (POCS)

9. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

POEA and POCA: 6.56% in year 1, 5% in year 2, and 4% in year 3.

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

no

11. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

none

12. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes  No

If yes, please describe the cap amount.

Health Premium Employer Contributions effective October of each fiscal year:

2022/23 Employee: \$900, Employee +1: \$1250, Family: \$1400

2023/24 Employee: \$925, Employee +1: \$1300, Family: \$1475

2024/25 Employee: \$950, Employee +1: \$1350, Family: \$1550

There is no cap on dental, vision, and life.

- B. Proposed negotiated changes in noncompensation items** (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

None

- C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement?** Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

The District will review the budget, instructional, and support programs to ensure the budget is balanced.

Piner-Olivet Union School District - Piner-Olivet Charter (POCS)

**D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?**

There is no contingency language within this agreement.

**E. Will this agreement create or increase deficit financing in the current or subsequent year(s)?**

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenue and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

Yes, this agreement will increase deficit spending in the amount of \$152,082 in 2024-25 . POCS has a fund balance available to sustain operations while budget reductions are implemented.

**F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.**

None

**G. Source of Funding for Proposed Agreement:**

1. Current Year

General Fund

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

This is not a single year agreement.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

General Fund

## Piner-Olivet Union School District - Piner-Olivet Charter (POCS)

## H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund - Northwest Prep  
Certificated, Classified, and Unrepresented

Bargaining Unit:

	Column 1	Column 2a	Column 2b	Column 2c	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement	Adjustments as a Result of Settlement - Certificated	Adjustments as a Result of Settlement - Classified	Adjustments as a Result of Settlement - Unrepresented	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>						
Revenue Limit Sources (8010-8099)	\$ 1,982,197					\$ 1,982,197
Remaining Revenues (8100-8799)	\$ 199,577					\$ 199,577
<b>TOTAL REVENUES</b>	\$ 2,181,774					\$ 2,181,774
<b>EXPENDITURES</b>						
Certificated Salaries (1000-1999)	\$ 937,867	\$ 49,240		\$ 9,261		\$ 996,368
Classified Salaries (2000-2999)	\$ 208,027		\$ 12,982			\$ 221,009
Employee Benefits (3000-3999)	\$ 529,736	\$ 11,109	\$ 4,548	\$ 2,089		\$ 547,482
Books and Supplies (4000-4999)	\$ 54,441					\$ 54,441
Services, Other Operating Expenses (5000-5999)	\$ 309,981					\$ 309,981
Capital Outlay (6000-6599)	\$ -					\$ -
Other Outgo (7100-7299) (7400-7499)	\$ -					\$ -
Direct Support/Indirect Cost (7300-7399)	\$ -					\$ -
Other Adjustments						
<b>TOTAL EXPENDITURES</b>	\$ 2,040,052	\$ 60,349	\$ 17,530	\$ 11,350	\$ -	\$ 2,129,281
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ 141,722	\$ (60,349)	\$ (17,530)	\$ (11,350)	\$ -	\$ 52,493
Transfer In and Other Sources (8910-8979)	\$ -					
Transfers Out and Other Uses (7610-7699)	\$ -					\$ -
Contributions (8980-8999)	\$ -					
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ 141,722	\$ (60,349)	\$ (17,530)	\$ (11,350)	\$ -	\$ 52,493
<b>BEGINNING BALANCE</b>	\$ 546,927					\$ 546,927
Prior-Year Adjustments/Restatements (9793/9795)	\$ -					\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 688,649	\$ (60,349)	\$ (17,530)	\$ (11,350)	\$ -	\$ 599,420
<b>COMPONENTS OF ENDING BALANCE:</b>						
Reserved Amounts (9711-9740)	\$ 19,650					\$ 19,650
Reserved for Economic Uncertainties (9770)	\$ 81,603					\$ 85,172
Designated Amounts (9775-9780)	\$ 587,396					\$ 494,598
Unappropriated Amount - Unrestricted (9790)						
Unappropriated Amount - Restricted (9790)						
Reserve for Economic Uncertainties Percentage	4%					4.00%

\* Please see question on page 7.



Piner-Olivet Union School District - Piner-Olivet Charter (POCS)

**J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES**

1. State Reserve Standard

	Current Year	Year 2	Year 3
a. Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 2,129,281	\$ 2,250,446	\$ 2,361,746
b. State Standard Minimum Reserve Percentage for this District Enter percentage:	4.00%	4.00%	4.00%
c. State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. or \$50,000)	\$ 85,171	\$ 90,018	\$ 94,470

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

a. General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$ 85,172	\$ 90,018	\$ 94,470
b. General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$ -	\$ -	\$ -
c. Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	\$ -	\$ -	\$ -
d. Special Reserve Fund (Fund 17) Budgeted Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e. Total Available Reserves	\$ 85,172	\$ 90,018	\$ 94,470
f. Reserve for Economic Uncertainties Percentage	4.00%	4.00%	4.00%

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

Current Year	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Year 2	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Year 3	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. If no, how do you plan to restore your reserves?



Piner-Olivet Union School District - Piner-Olivet Charter (POCS)

**L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT**

This disclosure document is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. This certification page should be signed by the Superintendent and Chief Business Official at the time of public disclosure. The absence of one or both of the signatures should serve as a "red flag" to the district's Governing Board.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Official of the Piner-Olivet Union School District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from July 1, 2022 to June 30, 2025.

**Board Actions**

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

**Budget Adjustment Categories:**

Revenues/Other Financing Sources  
Expenditures/Other Financing Uses  
Ending Balance(s) Increase (Decrease)

**Budget Adjustment Increase/  
(Decrease)**

\$	-
\$	95,617
\$	(95,617)

Subsequent Years

**Budget Adjustment Categories:**

Revenues/Other Financing Sources  
Expenditures/Other Financing Uses  
Ending Balance(s) Increase (Decrease)

**Budget Adjustment Increase/  
(Decrease)**

	\$0.00
	\$431,954.00
	(\$431,954.00)

**Budget Revisions**


If the district does not adopt all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

**Assumptions**

See attached page for a list of the assumptions upon which this certification is based.

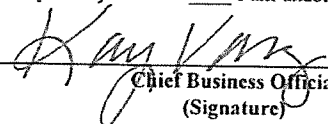
**Certifications**

I hereby certify  I am unable to certify

  
\_\_\_\_\_  
District Superintendent  
(Signature)

6/8/2022  
\_\_\_\_\_  
Date

I hereby certify  I am unable to certify

  
\_\_\_\_\_  
Chief Business Official  
(Signature)

6/8/2022  
\_\_\_\_\_  
Date

**Special Note:** The Sonoma County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.



Piner-Olivet Union School District - Piner-Olivet Charter (POCS)

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

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



\_\_\_\_\_  
District Superintendent (or Designee)  
(Signature)

6/8/2022  
Date

Kay Vang, CBO  
Contact Person

707-522-3008  
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on \_\_\_\_\_, took action to approve the proposed Agreement with the \_\_\_\_\_ Bargaining Unit.

\_\_\_\_\_  
President (or Clerk), Governing Board  
(Signature)

\_\_\_\_\_  
Date

Special Note: The Sonoma County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

Sonoma County Office of Education

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Piner-Olivet Union School District - Northwest Prep  
Name of Bargaining Unit: Piner-Olivet Educators Association (POEA)  
Certificated, Classified, Other: Certificated

The proposed agreement covers the period beginning: July 1, 2022 and ending: June 30, 2025  
(date) (date)

The Governing Board will act upon this agreement on: June 22, 2022  
(date)

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

**A. Proposed Change in Compensation**

Compensation	Annual Cost Prior to Proposed Agreement FY 2021 - 22	Fiscal Impact of Proposed Agreement					
		Year 1 Increase/ (Decrease)		Year 2 Increase/ (Decrease)		Year 3 Increase/ (Decrease)	
		FY 2022	- 23	FY 2023	- 24	FY 2024	- 25
1 <b>Salary Schedule</b> (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 599,866	\$ 39,351		\$ 73,894		\$ 110,960	
		6.56%		11.56%		15.56%	
2 <b>Other Compensation -</b> Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ -	\$ -		\$ -		\$ -	
Description of other compensation							
3 <b>Statutory Benefits -</b> STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 135,330	\$ 8,878		\$ 16,670		\$ 25,033	
		6.56%		11.56%		15.56%	
4 <b>Health/Welfare Plans</b>	\$ 77,983	\$ 3,509		\$ 3,431		\$ 3,601	
		4.50%		4.21%		4.24%	
5 <b>Total Compensation -</b> Add Items 1 through 4 to equal 5	\$ 813,179	\$ 51,738		\$ 93,995		\$ 139,594	
		6.362%		10.87%		14.56%	
6 <b>Step and Column -</b> Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$ -	\$ -		\$ -		\$ -	
7 <b>Total Number of Represented Employees</b> (Use FTEs if appropriate)	7.00						
8 <b>Total Compensation Average Cost per Employee</b>	\$ 116,168	\$ 7,391		\$ 13,428		\$ 19,942	
		6.362%		10.87%		14.56%	

Sonoma County Office of Education

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Piner-Olivet Union School District - Northwest Prep  
Name of Bargaining Unit: Piner-Olivet Classified Association (POCA)  
Certificated, Classified, Other: Classified

The proposed agreement covers the period beginning: July 1, 2022 and ending: June 30, 2025  
(date) (date)

The Governing Board will act upon this agreement on: June 22, 2022  
(date)

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

**A. Proposed Change in Compensation**

Compensation	Annual Cost Prior to Proposed Agreement FY 2021 - 22	Fiscal Impact of Proposed Agreement					
		Year 1 Increase/ (Decrease)		Year 2 Increase/ (Decrease)		Year 3 Increase/ (Decrease)	
		FY 2022	- 23	FY 2023	- 24	FY 2024	- 25
1 Salary Schedule (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 103,200	\$ 6,770		\$ 12,713		\$ 19,089	
		6.56%		11.56%		15.56%	
2 Other Compensation - Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ -	\$ -		\$ -		\$ -	
Description of other compensation							
3 Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 36,151	\$ 2,372		\$ 4,453		\$ 6,687	
		6.56%		11.56%		15.56%	
4 Health/Welfare Plans	\$ 16,512	\$ 743		\$ 726		\$ 762	
		4.50%		4.21%		4.24%	
5 Total Compensation - Add Items 1 through 4 to equal 5	\$ 155,863	\$ 9,885		\$ 17,892		\$ 26,538	
		6.34%		10.79%		14.45%	
6 Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$ -	\$ -		\$ -		\$ -	
7 Total Number of Represented Employees (Use FTEs if appropriate)	3.05						
8 Total Compensation Average Cost per Employee	\$ 51,103	\$ 3,241		\$ 5,866		\$ 8,701	
		6.342%		10.79%		14.45%	

Sonoma County Office of Education

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Piner-Olivet Union School District - Northwest Prep  
Name of Bargaining Unit: NA  
Certificated, Classified, Other: Unrepresented

The proposed agreement covers the period beginning: July 1, 2022 and ending: June 30, 2025  
(date) (date)

The Governing Board will act upon this agreement on: June 22, 2022  
(date)

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

**A. Proposed Change in Compensation**

Compensation	Annual Cost Prior to Proposed Agreement FY 2021 - 22	Fiscal Impact of Proposed Agreement					
		Year 1 (Decrease)		Year 2 (Decrease)		Year 3 (Decrease)	
		FY 2022	Increase/ - 23	FY 2023	Increase/ - 24	FY 2024	Increase/ - 25
1 <b>Salary Schedule</b> (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 85,146	\$ 5,586		\$ 10,489		\$ 15,750	
		6.56%		11.56%		15.56%	
2 <b>Other Compensation -</b> Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ -	\$ -		\$ -		\$ -	
Description of other compensation							
3 <b>Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.</b>	\$ 19,209	\$ 1,260		\$ 2,366		\$ 3,553	
		6.56%		11.56%		15.56%	
4 <b>Health/Welfare Plans</b>	\$ 7,663	\$ 345		\$ 337		\$ 354	
		4.50%		4.21%		4.24%	
5 <b>Total Compensation - Add Items 1 through 4 to equal 5</b>	\$ 112,018	\$ 7,191		\$ 13,192		\$ 19,657	
		6.420%		11.07%		14.85%	
6 <b>Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1.</b>	\$ -	\$ -		\$ -		\$ -	
7 <b>Total Number of Represented Employees (Use FTEs if appropriate)</b>	0.60						
8 <b>Total Compensation Average Cost per Employee</b>	\$ 186,697	\$ 11,985		\$ 21,987		\$ 32,762	
		6.420%		11.07%		14.85%	

Piner-Olivet Union School District - Northwest Prep

9. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

POEA and POCA: 6.56% in year 1, 5% in year 2, and 4% in year 3.

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

no

11. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

none

12. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes  No

If yes, please describe the cap amount.

Health Premium Employer Contributions effective October of each fiscal year:

2022/23 Employee: \$900, Employee +1: \$1250, Family: \$1400

2023/24 Employee: \$925, Employee +1: \$1300, Family: \$1475

2024/25 Employee: \$950, Employee +1: \$1350, Family: \$1550

There is no cap on dental, vision, and life.

**B. Proposed negotiated changes in noncompensation items** (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

None

**C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement?** Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

The District will review the budget, instructional, and support programs to ensure the budget is balanced.

Piner-Olivet Union School District - Northwest Prep

**D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?**

There is no contingency language within this agreement.

**E. Will this agreement create or increase deficit financing in the current or subsequent year(s)?**

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenue and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

Yes, this agreement will increase deficit spending in the current and subsequent years. Deficit financing of \$137,216, \$89,677, and \$83,448 will occur during fiscal year 2022-23, 2023-24, and 2024-25, respectively. The District has a fund balance available to sustain operations while budget reductions are implemented.

**F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.**

None

**G. Source of Funding for Proposed Agreement:**

1. Current Year

General Fund

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

This is not a single year agreement.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

General Fund



Piner-Olivet Union School District - Northwest Prep

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund - Northwest Prep  
 Certificated, Classified, and Unrepresented

Bargaining Unit:

	Column 1 Latest Board-Approved Budget Before Settlement	Column 2a Adjustments as a Result of Settlement - Certificated	Column 2b Adjustments as a Result of Settlement - Classified	Column 2c Adjustments as a Result of Settlement - Unrepresented	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>						
Revenue Limit Sources (8010-8099)	\$ 1,296,056					\$ 1,296,056
Remaining Revenues (8100-8799)	\$ 98,299					\$ 98,299
<b>TOTAL REVENUES</b>	\$ 1,394,355					\$ 1,394,355
<b>EXPENDITURES</b>						
Certificated Salaries (1000-1999)	\$ 717,585	\$ 39,351		\$ 5,586		\$ 762,522
Classified Salaries (2000-2999)	\$ 109,123		\$ 6,770			\$ 115,893
Employee Benefits (3000-3999)	\$ 364,322	\$ 8,878	\$ 2,372	\$ 1,260		\$ 376,832
Books and Supplies (4000-4999)	\$ 88,649					\$ 88,649
Services, Other Operating Expenses (5000-5999)	\$ 177,675					\$ 177,675
Capital Outlay (6000-6599)	\$ -					\$ -
Other Outgo (7100-7299) (7400-7499)	\$ -					\$ -
Direct Support/Indirect Cost (7300-7399)	\$ -					\$ -
Other Adjustments						
<b>TOTAL EXPENDITURES</b>	\$ 1,457,354	\$ 48,229	\$ 9,142	\$ 6,846	\$ -	\$ 1,521,571
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ (62,999)	\$ (48,229)	\$ (9,142)	\$ (6,846)	\$ -	\$ (127,216)
Transfer In and Other Sources (8910-8979)	\$ -					
Transfers Out and Other Uses (7610-7699)	\$ 10,000					\$ 10,000
Contributions (8980-8999)	\$ -					
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ (72,999)	\$ (48,229)	\$ (9,142)	\$ (6,846)	\$ -	\$ (137,216)
<b>BEGINNING BALANCE</b>						
Prior-Year Adjustments/Restatements (9793/9795)	\$ -					\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 469,456	\$ (48,229)	\$ (9,142)	\$ (6,846)	\$ -	\$ 405,239
<b>COMPONENTS OF ENDING BALANCE:</b>						
Reserved Amounts (9711-9740)	\$ 53,840					\$ 53,840
Reserved for Economic Uncertainties (9770)	\$ 67,212					\$ 61,263
Designated Amounts (9775-9780)	\$ 348,404					\$ 290,136
Unappropriated Amount - Unrestricted (9790)						
Unappropriated Amount - Restricted (9790)						
Reserve for Economic Uncertainties Percentage	4%					4.00%

\* Please see question on page 7.



Piner-Olivet Union School District - Northwest Prep

**L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT**

This disclosure document is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. This certification page should be signed by the Superintendent and Chief Business Official at the time of public disclosure. The absence of one or both of the signatures should serve as a "red flag" to the district's Governing Board.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Official of the Piner-Olivet Union School District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from July 1, 2022 to June 30, 2025.

**Board Actions**

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

**Budget Adjustment Categories:**

Revenues/Other Financing Sources  
Expenditures/Other Financing Uses  
Ending Balance(s) Increase (Decrease)

**Budget Adjustment Increase/  
(Decrease)**

\$	-
\$	68,814
\$	(68,814)

Subsequent Years

**Budget Adjustment Categories:**

Revenues/Other Financing Sources  
Expenditures/Other Financing Uses  
Ending Balance(s) Increase (Decrease)

**Budget Adjustment Increase/  
(Decrease)**

	\$0.00
	\$310,868.00
	(\$310,868.00)

**Budget Revisions**

If the district does not adopt all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

**Assumptions**

See attached page for a list of the assumptions upon which this certification is based.

**Certifications**

I hereby certify       I am unable to certify

*[Signature]*  
District Superintendent  
(Signature)

6/8/2022  
Date

I hereby certify       I am unable to certify

*[Signature]*  
Chief Business Official  
(Signature)

6/8/2022  
Date

**Special Note:** The Sonoma County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

Piner-Olivet Union School District - Northwest Prep

**J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES**

1. State Reserve Standard

	Current Year	Year 2	Year 3
a. Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 1,531,571	\$ 1,622,257	\$ 1,706,394
b. State Standard Minimum Reserve Percentage for this District Enter percentage:	4.00%	4.00%	4.00%
c. State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. or \$50,000)	\$ 61,263	\$ 64,890	\$ 68,256

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

a. General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$ 61,263	\$ 64,891	\$ 68,256
b. General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$ -	\$ -	\$ -
c. Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	\$ -	\$ -	\$ -
d. Special Reserve Fund (Fund 17) Budgeted Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e. Total Available Reserves	\$ 61,263	\$ 64,891	\$ 68,256
f. Reserve for Economic Uncertainties Percentage	4.00%	4.00%	4.00%

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

Current Year	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Year 2	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Year 3	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. If no, how do you plan to restore your reserves?

Piner-Olivet Union School District - Northwest Prep

**Assumptions**

The assumptions upon which this certification is made are as follows:

SSC May Revision Dartboard and LCFF Calculator Modeling Version. The Governor's May revision includes a  
proposal to increase LCFF base funding which will increase revenue, if it comes to fruition (not included in MYP).

The District will begin the process of determining budget reductions and will implement as needed to ensure a  
balanced budget.

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Concerns regarding affordability of agreement in subsequent years (if any):

See above.

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Piner-Olivet Union School District - Northwest Prep

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

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

*[Signature]*  
District Superintendent (or Designee)  
(Signature)

6/8/2022  
Date

*Kay Vang, CBD*  
Contact Person

707-522-3008  
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on \_\_\_\_\_, took action to approve the proposed Agreement with the \_\_\_\_\_ Bargaining Unit.

\_\_\_\_\_  
President (or Clerk), Governing Board  
(Signature)

\_\_\_\_\_  
Date

Special Note: The Sonoma County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

## Agenda Item Summary

Action Item: **8.3 Approval of 2022-23 through 2024-25 Contract Agreements for Piner-Olivet Union School District Confidential, Supervisory, and Management Staff**

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Special Meeting of: June 22, 2022      Action Item      Report Format:  
Attachment:      Tentative Agreement and AB1200 Disclosure Document

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**Presented by:** Dr. Kay Vang, CBO

### **Background**

The District must bargain with recognized bargaining units. In Piner-Olivet, there are two recognized bargaining units, POEA and POCA. The District does not bargain with Confidential, Supervisory and Management staff. Confidential, Supervisory and Management staff do not have bargaining rights and instead have a process called Meet and Confer. Even though those groups of staff members do not have bargaining rights, the District has generally offered the same compensation to those employee groups as has been bargained with POEA and POCA

### **Issue(s)**

The Governing Board must approve any change in working conditions or compensation for Confidential, Supervisory and Management staff in Open Session and not in Closed Session to later be ratified in Open Session.

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

The AB 1200 disclosure documentation shows that the agreement will cause the District to deficit spend in 2022-23 through 2024-25. Deficit spending is projected to be \$294,902, \$805,755.40, and \$1,308,007.55, respectively.

For Piner-Olivet Charter (POCS), deficit spending is projected to be \$152,082 in 2024-25.

For Northwest Prep (NWP), deficit spending is projected to be \$137,216, \$89,677, and \$83,448, respectively.

Required reserve levels for economic uncertainty will be met for all three years. Cash flow reserves at 4% will be maintained for 2022-23 through 2024-25. The District will need to make budget reductions to eliminate deficit spending. The AB 1200 disclosure is being certified based on the District making budget reductions in subsequent years.

### **Recommendation**

Ratify Closed Session action.

Sonoma County Office of Education

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Piner-Olivet Union School District  
Name of Bargaining Unit: Piner-Olivet Educators Association (POEA)  
Certificated, Classified, Other: Certificated

The proposed agreement covers the period beginning: July 1, 2022 and ending: June 30, 2025  
(date) (date)

The Governing Board will act upon this agreement on: June 22, 2022  
(date)

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

**A. Proposed Change in Compensation**

Compensation	Annual Cost Prior to Proposed Agreement FY 2021 - 22	Fiscal Impact of Proposed Agreement					
		Year 1		Year 2		Year 3	
		FY 2022	Increase/ (Decrease) - 23	FY 2023	Increase/ (Decrease) - 24	FY 2024	Increase/ (Decrease) - 25
1 <b>Salary Schedule</b> (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 3,646,252	\$ 239,194		\$ 449,158		\$ 674,464	
		6.56%		11.56%		15.56%	
2 <b>Other Compensation -</b> Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ -	\$ -		\$ -		\$ -	
Description of other compensation							
3 <b>Statutory Benefits -</b> STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 822,594	\$ 53,962		\$ 101,330		\$ 152,159	
		6.56%		11.56%		15.56%	
4 <b>Health/Welfare Plans</b>	\$ 474,013	\$ 21,330		\$ 20,853		\$ 21,886	
		4.50%		4.21%		4.24%	
5 <b>Total Compensation -</b> Add Items 1 through 4 to equal 5	\$ 4,942,859	\$ 314,486		\$ 571,341		\$ 848,509	
		6.362%		10.87%		14.56%	
6 <b>Step and Column -</b> Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$ -	\$ -		\$ -		\$ -	
7 <b>Total Number of Represented Employees</b> (Use FTEs if appropriate)	44.00						
8 <b>Total Compensation Average Cost per Employee</b>	\$ 112,338	\$ 7,147		\$ 12,985		\$ 19,284	
		6.362%		10.87%		14.56%	



Sonoma County Office of Education

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Piner-Olivet Union School District  
Name of Bargaining Unit: Piner-Olivet Classified Association (POCA)  
Certificated, Classified, Other: Classified

The proposed agreement covers the period beginning: July 1, 2022 and ending: June 30, 2025  
(date) (date)

The Governing Board will act upon this agreement on: June 22, 2022  
(date)

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

**A. Proposed Change in Compensation**

Compensation	Annual Cost Prior to Proposed Agreement FY 2021 - 22	Fiscal Impact of Proposed Agreement					
		Year 1 Increase/ (Decrease)		Year 2 Increase/ (Decrease)		Year 3 Increase/ (Decrease)	
		FY 2022	- 23	FY 2023	- 24	FY 2024	- 25
1 <b>Salary Schedule</b> (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 1,468,163	\$ 96,311		\$ 180,853		\$ 271,573	
		6.56%		11.56%		15.56%	
2 <b>Other Compensation -</b> Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ -	\$ -		\$ -		\$ -	
Description of other compensation							
3 <b>Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.</b>	\$ 514,297	\$ 33,738		\$ 63,353		\$ 95,132	
		6.56%		11.56%		15.56%	
4 <b>Health/Welfare Plans</b>	\$ 234,906	\$ 10,570		\$ 10,334		\$ 10,846	
		4.50%		4.21%		4.24%	
5 <b>Total Compensation - Add Items 1 through 4 to equal 5</b>	\$ 2,217,366	\$ 140,619		\$ 254,540		\$ 377,551	
		6.34%		10.79%		14.45%	
6 <b>Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1.</b>	\$ -	\$ -		\$ -		\$ -	
7 <b>Total Number of Represented Employees (Use FTEs if appropriate)</b>	33.60						
8 <b>Total Compensation Average Cost per Employee</b>	\$ 65,993	\$ 4,185		\$ 7,576		\$ 11,237	
		6.342%		10.79%		14.45%	

Sonoma County Office of Education

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Piner-Olivet Union School District  
Name of Bargaining Unit: NA  
Certificated, Classified, Other: Unrepresented

The proposed agreement covers the period beginning: July 1, 2022 and ending: June 30, 2025  
(date) (date)

The Governing Board will act upon this agreement on: June 22, 2022  
(date)

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

**A. Proposed Change in Compensation**

Compensation	Annual Cost Prior to Proposed Agreement FY 2021 - 22	Fiscal Impact of Proposed Agreement					
		Year 1 FY 2022 - 23		Year 2 FY 2023 - 24		Year 3 FY 2024 - 25	
		Increase/ (Decrease)	Increase/ (Decrease)	Increase/ (Decrease)	Increase/ (Decrease)		
1 Salary Schedule (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 1,327,490	\$ 87,083	\$ 163,525	\$ 245,552			
		6.56%	11.56%	15.56%			
2 Other Compensation - Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ -	\$ -	\$ -	\$ -			
Description of other compensation							
3 Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 333,037	\$ 21,847	\$ 41,025	\$ 61,603			
		6.560%	11.56%	15.56%			
4 Health/Welfare Plans	\$ 119,474	\$ 5,376	\$ 5,256	\$ 5,516			
		4.50%	4.21%	4.24%			
5 Total Compensation - Add Items 1 through 4 to equal 5	\$ 1,780,001	\$ 114,306	\$ 209,806	\$ 312,671			
		6.422%	11.08%	14.86%			
6 Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$ -	\$ -	\$ -	\$ -			
7 Total Number of Represented Employees (Use FTEs if appropriate)	9.50						
8 Total Compensation Average Cost per Employee	\$ 187,369	\$ 12,032	\$ 22,085	\$ 32,913			
		6.422%	11.08%	14.86%			

## Piner-Olivet Union School District

9. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

POEA and POCA: 6.56% in year 1, 5% in year 2, and 4% in year 3.

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

no

11. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

none

12. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes  No

If yes, please describe the cap amount.

Health Premium Employer Contributions effective October of each fiscal year:

2022/23 Employee: \$900, Employee +1: \$1250, Family: \$1400

2023/24 Employee: \$925, Employee +1: \$1300, Family: \$1475

2024/25 Employee: \$950, Employee +1: \$1350, Family: \$1550

There is no cap on dental, vision, and life.

- B. Proposed negotiated changes in noncompensation items** (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

None

- C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement?** Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

The District will review the budget, instructional, and support programs to ensure the budget is balanced.

Piner-Olivet Union School District

**D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?**

There is no contingency language within this agreement.

**E. Will this agreement create or increase deficit financing in the current or subsequent year(s)?**

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenue and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

Yes, this agreement will increase deficit spending in the current and subsequent years. Deficit financing of \$294,902, \$805,755.40, and \$1,308,007.55 will occur during fiscal year 2022-23, 2023-24, and 2024-25, respectively. The District has a fund balance available to sustain operations while budget reductions are implemented.

**F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.**

None

**G. Source of Funding for Proposed Agreement:**

1. Current Year

General Fund

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

This is not a single year agreement.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

General Fund

Piner-Olivet Union School District

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Bargaining Unit:

Certificated, Classified, and Unrepresented

	Column 1	Column 2a	Column 2b	Column 2c	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement	Adjustments as a Result of Settlement - Certificated	Adjustments as a Result of Settlement - Classified	Adjustments as a Result of Settlement - Unrepresented	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>						
Revenue Limit Sources (8010-8099)	\$ 11,523,490					\$ 11,523,490
Remaining Revenues (8100-8799)	\$ 2,605,173					\$ 2,605,173
<b>TOTAL REVENUES</b>	\$ 14,128,663					\$ 14,128,663
<b>EXPENDITURES</b>						
Certificated Salaries (1000-1999)	\$ 4,837,876	\$ 239,194		\$ 69,431		\$ 5,146,501
Classified Salaries (2000-2999)	\$ 1,952,533		\$ 96,311	\$ 17,652		\$ 2,066,496
Employee Benefits (3000-3999)	\$ 3,231,730	\$ 53,962	\$ 33,738	\$ 21,847		\$ 3,341,277
Books and Supplies (4000-4999)	\$ 497,275					\$ 497,275
Services, Other Operating Expenses (5000-5999)	\$ 3,372,016					\$ 3,372,016
Capital Outlay (6000-6599)	\$ -					\$ -
Other Outgo (7100-7299) (7400-7499)	\$ -					\$ -
Direct Support/Indirect Cost (7300-7399)	\$ -					\$ -
Other Adjustments						
<b>TOTAL EXPENDITURES</b>	\$ 13,891,430	\$ 293,156	\$ 130,049	\$ 108,930	\$ -	\$ 14,423,565
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ 237,233	\$ (293,156)	\$ (130,049)	\$ (108,930)	\$ -	\$ (294,902)
Transfer In and Other Sources (8910-8979)	\$ -					
Transfers Out and Other Uses (7610-7699)	\$ -					
Contributions (8980-8999)	\$ -					
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>						
<b>BEGINNING BALANCE</b>	\$ 5,483,880					\$ 5,483,880
Prior-Year Adjustments/Restatements (9793/9795)	\$ -					\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 5,721,113	\$ (293,156)	\$ (130,049)	\$ (108,930)	\$ -	\$ 5,188,978
<b>COMPONENTS OF ENDING BALANCE:</b>						
Reserved Amounts (9711-9740)	\$ 31,392					\$ 31,392
Reserved for Economic Uncertainties (9770)	\$ 555,658				\$ 21,285	\$ 576,943
Designated Amounts (9775-9780)	\$ 5,134,063					\$ 4,580,643
Unappropriated Amount - Unrestricted (9790)	\$ -					
Unappropriated Amount - Restricted (9790)	\$ -					
Reserve for Economic Uncertainties Percentage	4%					4.00%

\* Please see question on page 7.

## Piner-Olivet Union School District

**H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET****Cafeteria Fund**

Bargaining Unit: Piner-Olivet Classified Association (POCA)

	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement	Adjustments as a Result of Settlement - Classified	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$ -	\$ -	\$ -	\$ -
Remaining Revenues (8100-8799)	\$ 427,250	\$ -	\$ -	\$ 427,250
<b>TOTAL REVENUES</b>	\$ 427,250	\$ -	\$ -	\$ 427,250
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$ -	\$ -	\$ -	\$ -
Classified Salaries (2000-2999)	\$ 70,467	\$ 4,623	\$ -	\$ 75,090
Employee Benefits (3000-3999)	\$ 24,997	\$ 1,640	\$ -	\$ 26,637
Books and Supplies (4000-4999)	\$ 352,172	\$ -	\$ -	\$ 352,172
Services, Other Operating Expenses (5000-5999)	\$ 13,839	\$ -	\$ -	\$ 13,839
Capital Outlay (6000-6999)	\$ -	\$ -	\$ -	\$ -
Other Outgo (7100-7299) (7400-7499)	\$ -	\$ -	\$ -	\$ -
Direct Support/Indirect Cost (7300-7399)	\$ -	\$ -	\$ -	\$ -
<b>TOTAL EXPENDITURES</b>	\$ 461,475	\$ 6,262	\$ -	\$ 467,737
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ (34,225)	\$ (6,262)	\$ -	\$ (40,487)
Transfers In and Other Sources (8910-8979)	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses (7610-7699)	\$ -	\$ -	\$ -	\$ -
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ (34,225)	\$ (6,262)	\$ -	\$ (40,487)
<b>BEGINNING BALANCE</b>	\$ 73,902			\$ 73,902
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 39,677	\$ (6,262)	\$ -	\$ 33,415
<b>COMPONENTS OF ENDING BALANCE:</b>				
Reserved Amounts (9711-9713)	\$ -	\$ -	\$ -	\$ -
Reserved for Economic Uncertainties (9770)	\$ -	\$ -	\$ -	\$ -
Board Designated Amounts (9775-9780)	\$ -	\$ -	\$ -	\$ -
Unappropriated Amounts (9790)	\$ 39,677	\$ (6,262)	\$ -	\$ 33,415

\* Please see question on page 7.

**Multityear Projection**  
AB 1200: FINAL 22-23 Budget Dev F01 District  
Combined

Description (Object Range) [Sum Detail]	2022-23	2023-24	2024-25	2022-23		2023-24		2024-25	
	Base Year	Year 2	Year 3	Base Year	Year 3	Base Year	Year 2	Year 3	Year 3
<b>A. REVENUES &amp; OTHER FINANCING SOURCES [Sum Lines A1-A5c]</b>	<b>\$14,423,563.00</b>	<b>\$14,260,861.94</b>	<b>\$14,481,477.31</b>	<b>\$9,343,385.00</b>	<b>\$9,674,729.43</b>	<b>\$4,785,278.00</b>	<b>\$4,652,180.26</b>	<b>\$4,806,747.88</b>	
1. LCFF/Revenue Limit Sources (8010-8099)	11,523,490.00	11,949,642.00	12,170,341.00	11,336,453.00	11,983,304.00	187,037.00	187,037.00	187,037.00	187,037.00
2. Federal Revenues (8100-8299)	522,125.00	522,125.00	522,125.00	0.00	0.00	522,125.00	522,125.00	522,125.00	522,125.00
3. Other State Revenues (8300-8599)	1,050,537.00	760,923.56	762,443.71	159,559.00	161,404.27	890,978.00	600,332.19	601,039.44	601,039.44
4. Other Local Revenues (8600-8799)	1,032,511.00	1,028,171.38	1,026,567.60	519,505.00	513,561.60	513,006.00	513,006.00	513,006.00	513,006.00
5. Other Financing Sources	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
a. Transfers In (8900-8929)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
b. Other Sources (8930-8979)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
c. Contributions (8980-8999)	0.00	0.00	0.00	(2,672,132.00)	(2,983,540.44)	2,672,132.00	2,829,680.07	2,983,540.44	2,983,540.44
<b>B. EXPENDITURES &amp; OTHER FINANCING USES [Sum Lines B1-B10]</b>	<b>\$14,423,565.00</b>	<b>\$15,066,617.34</b>	<b>\$15,789,484.86</b>	<b>\$9,638,287.00</b>	<b>\$10,982,736.98</b>	<b>\$4,785,278.00</b>	<b>\$4,680,572.26</b>	<b>\$4,806,747.88</b>	
1. Certificated Salaries (1000-1999)	5,146,501.00	5,446,091.73	5,805,533.77	4,549,194.00	5,218,494.01	597,307.00	550,601.97	587,039.76	587,039.76
2. Classified Salaries (2000-2999)	2,066,496.00	2,202,368.14	2,324,819.83	1,611,717.00	1,813,190.82	454,779.00	484,680.74	511,629.01	511,629.01
3. Employee Benefits (3000-3999)	3,341,277.00	3,427,840.94	3,545,037.38	2,358,414.00	2,561,459.76	982,863.00	967,996.16	983,577.62	983,577.62
4. Books and Supplies (4000-4999)	497,275.00	484,561.77	494,107.64	172,808.00	299,234.18	324,467.00	185,327.59	188,978.54	188,978.54
5. Services and Other Operating Expenditures (5000-5999)	3,372,016.00	3,499,972.76	3,567,141.24	1,136,692.00	1,222,156.29	2,235,324.00	2,301,427.80	2,344,984.95	2,344,984.95
6. Capital Outlay (6000-6999)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7. Other Outgo (excluding Transfers of Indirect Costs) (7100-7299,7400-7499)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8. Other Outgo - Transfers of Indirect Costs (7300-7399)	0.00	0.00	0.00	(190,538.00)	(190,538.00)	190,538.00	190,538.00	190,538.00	190,538.00
9. Other Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
a. Transfers Out (7600-7629)	0.00	5,782.00	52,845.00	0.00	52,845.00	0.00	0.00	0.00	0.00
b. Other Uses (7630-7699)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10. Other Adjustments (described in assumptions)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>	<b>(294,902.00)</b>	<b>(805,755.40)</b>	<b>(1,308,007.55)</b>	<b>(294,902.00)</b>	<b>(1,308,007.55)</b>	<b>0.00</b>	<b>(28,392.00)</b>	<b>0.00</b>	<b>0.00</b>
<b>D. FUND BALANCE</b>									
1. Beginning Fund Balance (9791-9795)	5,483,880.00	5,188,978.00	4,383,222.60	5,455,488.00	4,383,222.60	28,392.00	28,392.00	0.00	0.00
<b>2. Ending Fund Balance [Sum lines D2a-D2e2]</b>	<b>\$5,188,978.00</b>	<b>\$4,383,222.60</b>	<b>\$3,075,215.05</b>	<b>\$5,160,586.00</b>	<b>\$4,383,222.60</b>	<b>\$28,392.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
a. Nonspendable (9710-9719)	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	0.00	0.00	0.00	0.00
b. Restricted (9740)	28,392.00	0.00	0.00	0.00	0.00	28,392.00	0.00	0.00	0.00
c. Committed	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1. Stabilization Arrangements (9750)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2. Other Commitments (9760)	576,943.00	602,666.00	631,580.00	576,943.00	631,580.00	0.00	0.00	0.00	0.00
Reserve for Cash Flow @ 4%	576,943.00	602,666.00	631,580.00	576,943.00	631,580.00	0.00	0.00	0.00	0.00
d. Assigned	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1. Other Assignments (9780)	4,003,700.00	3,174,891.60	1,809,055.05	4,003,700.00	1,809,055.05	0.00	0.00	0.00	0.00
Special Ed & Facilities	4,003,700.00	3,174,891.60	1,809,055.05	4,003,700.00	1,809,055.05	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1. Reserve for Economic Uncertainties (9789)	576,943.00	602,665.00	631,580.00	576,943.00	631,580.00	0.00	0.00	0.00	0.00
2. Unassigned/Unappropriated (9790)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

**Multityear Projection**  
AB 1200: FINAL 22-23 Budget Dev F01 District  
Unrestricted

Description (Object Range) [Sum Detail]	2022-23	2023-24	2024-25	2022-23		2023-24		2024-25	
	Base Year	Year 2	Year 3	Base Year	Year 3	Base Year	Year 2	Year 3	Year 3
<b>A. REVENUES &amp; OTHER FINANCING SOURCES [Sum Lines A1-A5c]</b>	<b>\$14,423,563.00</b>	<b>\$14,260,861.94</b>	<b>\$14,481,477.31</b>	<b>\$9,343,385.00</b>	<b>\$9,674,729.43</b>	<b>\$4,785,278.00</b>	<b>\$4,652,180.26</b>	<b>\$4,806,747.88</b>	
1. LCFF/Revenue Limit Sources (8010-8099)	11,523,490.00	11,949,642.00	12,170,341.00	11,336,453.00	11,983,304.00	187,037.00	187,037.00	187,037.00	187,037.00
2. Federal Revenues (8100-8299)	522,125.00	522,125.00	522,125.00	0.00	0.00	522,125.00	522,125.00	522,125.00	522,125.00
3. Other State Revenues (8300-8599)	1,050,537.00	760,923.56	762,443.71	159,559.00	161,404.27	890,978.00	600,332.19	601,039.44	601,039.44
4. Other Local Revenues (8600-8799)	1,032,511.00	1,028,171.38	1,026,567.60	519,505.00	513,561.60	513,006.00	513,006.00	513,006.00	513,006.00
5. Other Financing Sources	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
a. Transfers In (8900-8929)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
b. Other Sources (8930-8979)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
c. Contributions (8980-8999)	0.00	0.00	0.00	(2,672,132.00)	(2,983,540.44)	2,672,132.00	2,829,680.07	2,983,540.44	2,983,540.44
<b>B. EXPENDITURES &amp; OTHER FINANCING USES [Sum Lines B1-B10]</b>	<b>\$14,423,565.00</b>	<b>\$15,066,617.34</b>	<b>\$15,789,484.86</b>	<b>\$9,638,287.00</b>	<b>\$10,982,736.98</b>	<b>\$4,785,278.00</b>	<b>\$4,680,572.26</b>	<b>\$4,806,747.88</b>	
1. Certificated Salaries (1000-1999)	5,146,501.00	5,446,091.73	5,805,533.77	4,549,194.00	5,218,494.01	597,307.00	550,601.97	587,039.76	587,039.76
2. Classified Salaries (2000-2999)	2,066,496.00	2,202,368.14	2,324,819.83	1,611,717.00	1,813,190.82	454,779.00	484,680.74	511,629.01	511,629.01
3. Employee Benefits (3000-3999)	3,341,277.00	3,427,840.94	3,545,037.38	2,358,414.00	2,561,459.76	982,863.00	967,996.16	983,577.62	983,577.62
4. Books and Supplies (4000-4999)	497,275.00	484,561.77	494,107.64	172,808.00	299,234.18	324,467.00	185,327.59	188,978.54	188,978.54
5. Services and Other Operating Expenditures (5000-5999)	3,372,016.00	3,499,972.76	3,567,141.24	1,136,692.00	1,222,156.29	2,235,324.00	2,301,427.80	2,344,984.95	2,344,984.95
6. Capital Outlay (6000-6999)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7. Other Outgo (excluding Transfers of Indirect Costs) (7100-7299,7400-7499)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8. Other Outgo - Transfers of Indirect Costs (7300-7399)	0.00	0.00	0.00	(190,538.00)	(190,538.00)	190,538.00	190,538.00	190,538.00	190,538.00
9. Other Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
a. Transfers Out (7600-7629)	0.00	5,782.00	52,845.00	0.00	52,845.00	0.00	0.00	0.00	0.00
b. Other Uses (7630-7699)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10. Other Adjustments (described in assumptions)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>	<b>(294,902.00)</b>	<b>(805,755.40)</b>	<b>(1,308,007.55)</b>	<b>(294,902.00)</b>	<b>(1,308,007.55)</b>	<b>0.00</b>	<b>(28,392.00)</b>	<b>0.00</b>	<b>0.00</b>
<b>D. FUND BALANCE</b>									
1. Beginning Fund Balance (9791-9795)	5,483,880.00	5,188,978.00	4,383,222.60	5,455,488.00	4,383,222.60	28,392.00	28,392.00	0.00	0.00
<b>2. Ending Fund Balance [Sum lines D2a-D2e2]</b>	<b>\$5,188,978.00</b>	<b>\$4,383,222.60</b>	<b>\$3,075,215.05</b>	<b>\$5,160,586.00</b>	<b>\$4,383,222.60</b>	<b>\$28,392.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
a. Nonspendable (9710-9719)	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	0.00	0.00	0.00	0.00
b. Restricted (9740)	28,392.00	0.00	0.00	0.00	0.00	28,392.00	0.00	0.00	0.00
c. Committed	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1. Stabilization Arrangements (9750)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2. Other Commitments (9760)	576,943.00	602,666.00	631,580.00	576,943.00	631,580.00	0.00	0.00	0.00	0.00
Reserve for Cash Flow @ 4%	576,943.00	602,666.00	631,580.00	576,943.00	631,580.00	0.00	0.00	0.00	0.00
d. Assigned	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1. Other Assignments (9780)	4,003,700.00	3,174,891.60	1,809,055.05	4,003,700.00	1,809,055.05	0.00	0.00	0.00	0.00
Special Ed & Facilities	4,003,700.00	3,174,891.60	1,809,055.05	4,003,700.00	1,809,055.05	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1. Reserve for Economic Uncertainties (9789)	576,943.00	602,665.00	631,580.00	576,943.00	631,580.00	0.00	0.00	0.00	0.00
2. Unassigned/Unappropriated (9790)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

**Multityear Projection**  
AB 1200: FINAL 22-23 Budget Dev F01 District  
Restricted

Description (Object Range) [Sum Detail]	2022-23	2023-24	2024-25	2022-23		2023-24		2024-25	
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Piner-Olivet Union School District

**J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES**

1. State Reserve Standard

		Current Year	Year 2	Year 3
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 14,423,565	\$ 15,066,617	\$ 15,789,485
b.	State Standard Minimum Reserve Percentage for this District Enter percentage:	4.00%	4.00%	4.00%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. or \$50,000)	\$ 576,943	\$ 602,665	\$ 631,579

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

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$ 576,943	\$ 602,665	\$ 631,580
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$ -	\$ -	\$ -
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	\$ -	\$ -	\$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e.	Total Available Reserves	\$ 576,943	\$ 602,665	\$ 631,580
f.	Reserve for Economic Uncertainties Percentage	4.00%	4.00%	4.00%

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

Current Year	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Year 2	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Year 3	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. If no, how do you plan to restore your reserves?



Piner-Olivet Union School District

**L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT**

This disclosure document is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. This certification page should be signed by the Superintendent and Chief Business Official at the time of public disclosure. The absence of one or both of the signatures should serve as a "red flag" to the district's Governing Board.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Official of the Piner-Olivet Union School District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from July 1, 2022 to June 30, 2025.

**Board Actions**

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

**Budget Adjustment Categories:**

	<b>Budget Adjustment</b>	<b>Increase/ (Decrease)</b>
Revenues/Other Financing Sources	\$	-
Expenditures/Other Financing Uses	\$	538,398
Ending Balance(s) Increase (Decrease)	\$	(538,398)

Subsequent Years

**Budget Adjustment Categories:**

	<b>Budget Adjustment</b>	<b>Increase/ (Decrease)</b>
Revenues/Other Financing Sources		\$0.00
Expenditures/Other Financing Uses		\$2,511,656.00
Ending Balance(s) Increase (Decrease)		(\$2,511,656.00)

**Budget Revisions**

If the district does not adopt all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

**Assumptions**

See attached page for a list of the assumptions upon which this certification is based.

**Certifications**

I hereby certify       I am unable to certify

*[Signature]*  
 District Superintendent  
 (Signature)

6/8/2022  
 Date

I hereby certify       I am unable to certify

*[Signature]*  
 Chief Business Official  
 (Signature)

6/8/2022  
 Date

**Special Note:** The Sonoma County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

Piner-Olivet Union School District

**Assumptions**

The assumptions upon which this certification is made are as follows:

SSC May Revision Dartboard and LCFF Calculator Modeling Version. The Governor's May revision includes a proposal to increase LCFF base funding which will increase revenue, if it comes to fruition (not included in MYP).

The District will begin the process of determining budget reductions and will implement as needed to ensure a balanced budget.

Concerns regarding affordability of agreement in subsequent years (if any):

See above.

Piner-Olivet Union School District

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

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

*Ascharr*

District Superintendent (or Designee)  
(Signature)

*6/8/2002*  
Date

*Kay Vang, CBO*  
Contact Person

*707-522-3008*  
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on \_\_\_\_\_, took action to approve the proposed Agreement with the \_\_\_\_\_ Bargaining Unit.

\_\_\_\_\_  
President (or Clerk), Governing Board  
(Signature)

\_\_\_\_\_  
Date

Special Note: The Sonoma County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

Sonoma County Office of Education

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Piner-Olivet Union School District - Piner-Olivet Charter (POCS)  
Name of Bargaining Unit: Piner-Olivet Educators Association (POEA)  
Certificated, Classified, Other: Certificated

The proposed agreement covers the period beginning: July 1, 2022 and ending: June 30, 2025  
(date) (date)

The Governing Board will act upon this agreement on: June 22, 2022  
(date)

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

**A. Proposed Change in Compensation**

Compensation	Annual Cost Prior to Proposed Agreement FY 2021 - 22	Fiscal Impact of Proposed Agreement					
		Year 1 Increase/ (Decrease)		Year 2 Increase/ (Decrease)		Year 3 Increase/ (Decrease)	
		FY 2022	- 23	FY 2023	- 24	FY 2024	- 25
1 Salary Schedule (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 750,606	\$ 49,240		\$ 92,462		\$ 138,843	
		6.56%		11.56%		15.56%	
2 Other Compensation - Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ -	\$ -		\$ -		\$ -	
Description of other compensation							
3 Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 169,337	\$ 11,109		\$ 20,860		\$ 31,323	
		6.56%		11.56%		15.56%	
4 Health/Welfare Plans	\$ 97,579	\$ 4,391		\$ 4,293		\$ 4,506	
		4.50%		4.21%		4.24%	
5 Total Compensation - Add Items 1 through 4 to equal 5	\$ 1,017,522	\$ 64,740		\$ 117,615		\$ 174,672	
		6.363%		10.87%		14.56%	
6 Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$ -	\$ -		\$ -		\$ -	
7 Total Number of Represented Employees (Use FTEs if appropriate)	8.00						
8 Total Compensation Average Cost per Employee	\$ 127,190	\$ 8,093		\$ 14,702		\$ 21,834	
		6.363%		10.87%		14.56%	

Sonoma County Office of Education

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Piner-Olivet Union School District - Piner-Olivet Charter (POCS)  
Name of Bargaining Unit: Piner-Olivet Classified Association (POCA)  
Certificated, Classified, Other: Classified

The proposed agreement covers the period beginning: July 1, 2022 and ending: June 30, 2025  
(date) (date)

The Governing Board will act upon this agreement on: June 22, 2022  
(date)

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

**A. Proposed Change in Compensation**

Compensation	Annual Cost Prior to Proposed Agreement FY 2021 - 22	Fiscal Impact of Proposed Agreement					
		Year 1 Increase/ (Decrease)		Year 2 Increase/ (Decrease)		Year 3 Increase/ (Decrease)	
		FY 2022	- 23	FY 2023	- 24	FY 2024	- 25
1 Salary Schedule (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 197,898	\$ 12,982		\$ 24,378		\$ 36,606	
		6.56%		11.56%		15.56%	
2 Other Compensation - Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ -	\$ -		\$ -		\$ -	
Description of other compensation							
3 Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 69,324	\$ 4,548		\$ 8,540		\$ 12,823	
		6.56%		11.56%		15.56%	
4 Health/Welfare Plans	\$ 31,664	\$ 1,425		\$ 1,393		\$ 1,462	
		4.50%		4.21%		4.24%	
5 Total Compensation - Add Items 1 through 4 to equal 5	\$ 298,886	\$ 18,955		\$ 34,311		\$ 50,891	
		6.34%		10.80%		14.45%	
6 Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$ -	\$ -		\$ -		\$ -	
7 Total Number of Represented Employees (Use FTEs if appropriate)	5.11						
8 Total Compensation Average Cost per Employee	\$ 58,490	\$ 3,709		\$ 6,714		\$ 9,959	
		6.342%		10.80%		14.45%	

Sonoma County Office of Education

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Piner-Olivet Union School District - Piner-Olivet Charter (POCS)  
Name of Bargaining Unit: NA  
Certificated, Classified, Other: Unrepresented

The proposed agreement covers the period beginning: July 1, 2022 and ending: June 30, 2025  
(date) (date)

The Governing Board will act upon this agreement on: June 22, 2022  
(date)

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

**A. Proposed Change in Compensation**

Compensation	Annual Cost Prior to Proposed Agreement FY 2021 - 22	Fiscal Impact of Proposed Agreement					
		Year 1 Increase/ (Decrease)		Year 2 Increase/ (Decrease)		Year 3 Increase/ (Decrease)	
		FY 2022	- 23	FY 2023	- 24	FY 2024	- 25
1 Salary Schedule (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 141,177	\$ 9,261	\$ 17,391	\$ 26,114			
		6.56%	11.56%	15.56%			
2 Other Compensation - Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ -	\$ -	\$ -	\$ -			
Description of other compensation							
3 Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 31,850	\$ 2,089	\$ 3,923	\$ 5,891			
		6.56%	11.56%	15.56%			
4 Health/Welfare Plans	\$ 12,705	\$ 572	\$ 559	\$ 587			
		4.50%	4.21%	4.24%			
5 Total Compensation - Add Items 1 through 4 to equal 5	\$ 185,732	\$ 11,922	\$ 21,873	\$ 32,592			
		6.419%	11.07%	14.85%			
6 Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$ -	\$ -	\$ -	\$ -			
7 Total Number of Represented Employees (Use FTEs if appropriate)	1.00						
8 Total Compensation Average Cost per Employee	\$ 185,732	\$ 11,922	\$ 21,873	\$ 32,592			
		6.419%	11.07%	14.85%			

Piner-Olivet Union School District - Piner-Olivet Charter (POCS)

9. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

POEA and POCA: 6.56% in year 1, 5% in year 2, and 4% in year 3.

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

no

11. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

none

12. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes  No

If yes, please describe the cap amount.

Health Premium Employer Contributions effective October of each fiscal year:

2022/23 Employee: \$900, Employee +1: \$1250, Family: \$1400

2023/24 Employee: \$925, Employee +1: \$1300, Family: \$1475

2024/25 Employee: \$950, Employee +1: \$1350, Family: \$1550

There is no cap on dental, vision, and life.

**B. Proposed negotiated changes in noncompensation items** (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

None

**C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement?** Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

The District will review the budget, instructional, and support programs to ensure the budget is balanced.

Piner-Olivet Union School District - Piner-Olivet Charter (POCS)

**D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?**

There is no contingency language within this agreement.

**E. Will this agreement create or increase deficit financing in the current or subsequent year(s)?**

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenue and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

Yes, this agreement will increase deficit spending in the amount of \$152,082 in 2024-25 . POCS has a fund balance available to sustain operations while budget reductions are implemented.

**F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.**

None

**G. Source of Funding for Proposed Agreement:**

1. Current Year

General Fund

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

This is not a single year agreement.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

General Fund



## Piner-Olivet Union School District - Piner-Olivet Charter (POCS)

## H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund - Northwest Prep  
Certificated, Classified, and Unrepresented

Bargaining Unit:

	Column 1	Column 2a	Column 2b	Column 2c	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement	Adjustments as a Result of Settlement - Certificated	Adjustments as a Result of Settlement - Classified	Adjustments as a Result of Settlement - Unrepresented	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>						
Revenue Limit Sources (8010-8099)	\$ 1,982,197					\$ 1,982,197
Remaining Revenues (8100-8799)	\$ 199,577					\$ 199,577
<b>TOTAL REVENUES</b>	\$ 2,181,774					\$ 2,181,774
<b>EXPENDITURES</b>						
Certificated Salaries (1000-1999)	\$ 937,867	\$ 49,240		\$ 9,261		\$ 996,368
Classified Salaries (2000-2999)	\$ 208,027		\$ 12,982			\$ 221,009
Employee Benefits (3000-3999)	\$ 529,736	\$ 11,109	\$ 4,548	\$ 2,089		\$ 547,482
Books and Supplies (4000-4999)	\$ 54,441					\$ 54,441
Services, Other Operating Expenses (5000-5999)	\$ 309,981					\$ 309,981
Capital Outlay (6000-6599)	\$ -					\$ -
Other Outgo (7100-7299) (7400-7499)	\$ -					\$ -
Direct Support/Indirect Cost (7300-7399)	\$ -					\$ -
Other Adjustments						
<b>TOTAL EXPENDITURES</b>	\$ 2,040,052	\$ 60,349	\$ 17,530	\$ 11,350	\$ -	\$ 2,129,281
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ 141,722	\$ (60,349)	\$ (17,530)	\$ (11,350)	\$ -	\$ 52,493
Transfer In and Other Sources (8910-8979)	\$ -					
Transfers Out and Other Uses (7610-7699)	\$ -					\$ -
Contributions (8980-8999)	\$ -					
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ 141,722	\$ (60,349)	\$ (17,530)	\$ (11,350)	\$ -	\$ 52,493
<b>BEGINNING BALANCE</b>	\$ 546,927					\$ 546,927
Prior-Year Adjustments/Restatements (9793/9795)	\$ -					\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 688,649	\$ (60,349)	\$ (17,530)	\$ (11,350)	\$ -	\$ 599,420
<b>COMPONENTS OF ENDING BALANCE:</b>						
Reserved Amounts (9711-9740)	\$ 19,650					\$ 19,650
Reserved for Economic Uncertainties (9770)	\$ 81,603					\$ 85,172
Designated Amounts (9775-9780)	\$ 587,396					\$ 494,598
Unappropriated Amount - Unrestricted (9790)						
Unappropriated Amount - Restricted (9790)						
Reserve for Economic Uncertainties Percentage	4%					4.00%

\* Please see question on page 7.



Piner-Olivet Union School District - Piner-Olivet Charter (POCS)

**J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES**

1. State Reserve Standard

	Current Year	Year 2	Year 3
a. Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 2,129,281	\$ 2,250,446	\$ 2,361,746
b. State Standard Minimum Reserve Percentage for this District Enter percentage:	4.00%	4.00%	4.00%
c. State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. or \$50,000)	\$ 85,171	\$ 90,018	\$ 94,470

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

a. General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$ 85,172	\$ 90,018	\$ 94,470
b. General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$ -	\$ -	\$ -
c. Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	\$ -	\$ -	\$ -
d. Special Reserve Fund (Fund 17) Budgeted Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e. Total Available Reserves	\$ 85,172	\$ 90,018	\$ 94,470
f. Reserve for Economic Uncertainties Percentage	4.00%	4.00%	4.00%

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

Current Year	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Year 2	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Year 3	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. If no, how do you plan to restore your reserves?

Piner-Olivet Union School District - Piner-Olivet Charter (POCS)

**L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT**

This disclosure document is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. This certification page should be signed by the Superintendent and Chief Business Official at the time of public disclosure. The absence of one or both of the signatures should serve as a "red flag" to the district's Governing Board.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Official of the Piner-Olivet Union School District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from July 1, 2022 to June 30, 2025.

**Board Actions**

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

**Budget Adjustment Categories:**

Revenues/Other Financing Sources  
Expenditures/Other Financing Uses  
Ending Balance(s) Increase (Decrease)

**Budget Adjustment Increase/  
(Decrease)**

\$	-
\$	95,617
\$	(95,617)

Subsequent Years

**Budget Adjustment Categories:**

Revenues/Other Financing Sources  
Expenditures/Other Financing Uses  
Ending Balance(s) Increase (Decrease)

**Budget Adjustment Increase/  
(Decrease)**

	\$0.00
	\$431,954.00
	(\$431,954.00)

**Budget Revisions**


If the district does not adopt all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

**Assumptions**

See attached page for a list of the assumptions upon which this certification is based.

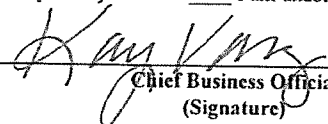
**Certifications**

I hereby certify  I am unable to certify

  
\_\_\_\_\_  
District Superintendent  
(Signature)

6/8/2022  
\_\_\_\_\_  
Date

I hereby certify  I am unable to certify

  
\_\_\_\_\_  
Chief Business Official  
(Signature)

6/8/2022  
\_\_\_\_\_  
Date

**Special Note:** The Sonoma County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

Piner-Olivet Union School District - Piner-Olivet Charter (POCS)

**Assumptions**

The assumptions upon which this certification is made are as follows:

SSC May Revision Dartboard and LCFF Calculator Modeling Version. The Governor's May revision includes a proposal to increase LCFF base funding which will increase revenue, if it comes to fruition (not included in MYP).

The District will begin the process of determining budget reductions and will implement as needed to ensure a balanced budget.

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Concerns regarding affordability of agreement in subsequent years (if any):

See above.

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Piner-Olivet Union School District - Piner-Olivet Charter (POCS)

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

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



\_\_\_\_\_  
District Superintendent (or Designee)  
(Signature)

6/8/2022  
Date

Kay Vang, CBO  
Contact Person

707-522-3008  
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on \_\_\_\_\_, took action to approve the proposed Agreement with the \_\_\_\_\_ Bargaining Unit.

\_\_\_\_\_  
President (or Clerk), Governing Board  
(Signature)

\_\_\_\_\_  
Date

Special Note: The Sonoma County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

Sonoma County Office of Education

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Piner-Olivet Union School District - Northwest Prep  
Name of Bargaining Unit: Piner-Olivet Educators Association (POEA)  
Certificated, Classified, Other: Certificated

The proposed agreement covers the period beginning: July 1, 2022 and ending: June 30, 2025  
(date) (date)

The Governing Board will act upon this agreement on: June 22, 2022  
(date)

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

**A. Proposed Change in Compensation**

Compensation	Annual Cost Prior to Proposed Agreement FY 2021 - 22	Fiscal Impact of Proposed Agreement					
		Year 1 Increase/ (Decrease)		Year 2 Increase/ (Decrease)		Year 3 Increase/ (Decrease)	
		FY 2022	- 23	FY 2023	- 24	FY 2024	- 25
1 <b>Salary Schedule</b> (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 599,866	\$ 39,351		\$ 73,894		\$ 110,960	
		6.56%		11.56%		15.56%	
2 <b>Other Compensation -</b> Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ -	\$ -		\$ -		\$ -	
Description of other compensation							
3 <b>Statutory Benefits -</b> STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 135,330	\$ 8,878		\$ 16,670		\$ 25,033	
		6.56%		11.56%		15.56%	
4 <b>Health/Welfare Plans</b>	\$ 77,983	\$ 3,509		\$ 3,431		\$ 3,601	
		4.50%		4.21%		4.24%	
5 <b>Total Compensation -</b> Add Items 1 through 4 to equal 5	\$ 813,179	\$ 51,738		\$ 93,995		\$ 139,594	
		6.362%		10.87%		14.56%	
6 <b>Step and Column -</b> Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$ -	\$ -		\$ -		\$ -	
7 <b>Total Number of Represented Employees</b> (Use FTEs if appropriate)	7.00						
8 <b>Total Compensation Average Cost per Employee</b>	\$ 116,168	\$ 7,391		\$ 13,428		\$ 19,942	
		6.362%		10.87%		14.56%	

Sonoma County Office of Education

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Piner-Olivet Union School District - Northwest Prep  
Name of Bargaining Unit: Piner-Olivet Classified Association (POCA)  
Certificated, Classified, Other: Classified

The proposed agreement covers the period beginning: July 1, 2022 and ending: June 30, 2025  
(date) (date)

The Governing Board will act upon this agreement on: June 22, 2022  
(date)

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

**A. Proposed Change in Compensation**

Compensation	Annual Cost Prior to Proposed Agreement FY 2021 - 22	Fiscal Impact of Proposed Agreement					
		Year 1 Increase/ (Decrease)		Year 2 Increase/ (Decrease)		Year 3 Increase/ (Decrease)	
		FY 2022	- 23	FY 2023	- 24	FY 2024	- 25
1 Salary Schedule (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 103,200	\$ 6,770		\$ 12,713		\$ 19,089	
		6.56%		11.56%		15.56%	
2 Other Compensation - Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ -	\$ -		\$ -		\$ -	
Description of other compensation							
3 Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 36,151	\$ 2,372		\$ 4,453		\$ 6,687	
		6.56%		11.56%		15.56%	
4 Health/Welfare Plans	\$ 16,512	\$ 743		\$ 726		\$ 762	
		4.50%		4.21%		4.24%	
5 Total Compensation - Add Items 1 through 4 to equal 5	\$ 155,863	\$ 9,885		\$ 17,892		\$ 26,538	
		6.34%		10.79%		14.45%	
6 Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$ -	\$ -		\$ -		\$ -	
7 Total Number of Represented Employees (Use FTEs if appropriate)	3.05						
8 Total Compensation Average Cost per Employee	\$ 51,103	\$ 3,241		\$ 5,866		\$ 8,701	
		6.342%		10.79%		14.45%	



Sonoma County Office of Education

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Piner-Olivet Union School District - Northwest Prep  
Name of Bargaining Unit: NA  
Certificated, Classified, Other: Unrepresented

The proposed agreement covers the period beginning: July 1, 2022 and ending: June 30, 2025  
(date) (date)

The Governing Board will act upon this agreement on: June 22, 2022  
(date)

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

**A. Proposed Change in Compensation**

Compensation	Annual Cost Prior to Proposed Agreement FY 2021 - 22	Fiscal Impact of Proposed Agreement					
		Year 1 Increase/ (Decrease)		Year 2 Increase/ (Decrease)		Year 3 Increase/ (Decrease)	
		FY 2022	- 23	FY 2023	- 24	FY 2024	- 25
1 Salary Schedule (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 85,146	\$ 5,586		\$ 10,489		\$ 15,750	
		6.56%		11.56%		15.56%	
2 Other Compensation - Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ -	\$ -		\$ -		\$ -	
Description of other compensation							
3 Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 19,209	\$ 1,260		\$ 2,366		\$ 3,553	
		6.56%		11.56%		15.56%	
4 Health/Welfare Plans	\$ 7,663	\$ 345		\$ 337		\$ 354	
		4.50%		4.21%		4.24%	
5 Total Compensation - Add Items 1 through 4 to equal 5	\$ 112,018	\$ 7,191		\$ 13,192		\$ 19,657	
		6.420%		11.07%		14.85%	
6 Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$ -	\$ -		\$ -		\$ -	
7 Total Number of Represented Employees (Use FTEs if appropriate)	0.60						
8 Total Compensation Average Cost per Employee	\$ 186,697	\$ 11,985		\$ 21,987		\$ 32,762	
		6.420%		11.07%		14.85%	

Piner-Olivet Union School District - Northwest Prep

9. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

POEA and POCA: 6.56% in year 1, 5% in year 2, and 4% in year 3.

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

no

11. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

none

12. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes  No

If yes, please describe the cap amount.

Health Premium Employer Contributions effective October of each fiscal year:

2022/23 Employee: \$900, Employee +1: \$1250, Family: \$1400

2023/24 Employee: \$925, Employee +1: \$1300, Family: \$1475

2024/25 Employee: \$950, Employee +1: \$1350, Family: \$1550

There is no cap on dental, vision, and life.

**B. Proposed negotiated changes in noncompensation items** (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

None

**C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement?** Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

The District will review the budget, instructional, and support programs to ensure the budget is balanced.

Piner-Olivet Union School District - Northwest Prep

**D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?**

There is no contingency language within this agreement.

**E. Will this agreement create or increase deficit financing in the current or subsequent year(s)?**

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenue and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

Yes, this agreement will increase deficit spending in the current and subsequent years. Deficit financing of \$137,216, \$89,677, and \$83,448 will occur during fiscal year 2022-23, 2023-24, and 2024-25, respectively. The District has a fund balance available to sustain operations while budget reductions are implemented.

**F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.**

None

**G. Source of Funding for Proposed Agreement:**

1. Current Year

General Fund

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

This is not a single year agreement.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

General Fund

Piner-Olivet Union School District - Northwest Prep

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund - Northwest Prep  
Certificated, Classified, and Unrepresented

Bargaining Unit:

	Column 1 Latest Board-Approved Budget Before Settlement	Column 2a Adjustments as a Result of Settlement - Certificated	Column 2b Adjustments as a Result of Settlement - Classified	Column 2c Adjustments as a Result of Settlement - Unrepresented	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>						
Revenue Limit Sources (8010-8099)	\$ 1,296,056					\$ 1,296,056
Remaining Revenues (8100-8799)	\$ 98,299					\$ 98,299
<b>TOTAL REVENUES</b>	\$ 1,394,355					\$ 1,394,355
<b>EXPENDITURES</b>						
Certificated Salaries (1000-1999)	\$ 717,585	\$ 39,351		\$ 5,586		\$ 762,522
Classified Salaries (2000-2999)	\$ 109,123		\$ 6,770			\$ 115,893
Employee Benefits (3000-3999)	\$ 364,322	\$ 8,878	\$ 2,372	\$ 1,260		\$ 376,832
Books and Supplies (4000-4999)	\$ 88,649					\$ 88,649
Services, Other Operating Expenses (5000-5999)	\$ 177,675					\$ 177,675
Capital Outlay (6000-6599)	\$ -					\$ -
Other Outgo (7100-7299) (7400-7499)	\$ -					\$ -
Direct Support/Indirect Cost (7300-7399)	\$ -					\$ -
Other Adjustments						
<b>TOTAL EXPENDITURES</b>	\$ 1,457,354	\$ 48,229	\$ 9,142	\$ 6,846	\$ -	\$ 1,521,571
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ (62,999)	\$ (48,229)	\$ (9,142)	\$ (6,846)	\$ -	\$ (127,216)
Transfer In and Other Sources (8910-8979)	\$ -					
Transfers Out and Other Uses (7610-7699)	\$ 10,000					\$ 10,000
Contributions (8980-8999)	\$ -					
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ (72,999)	\$ (48,229)	\$ (9,142)	\$ (6,846)	\$ -	\$ (137,216)
<b>BEGINNING BALANCE</b>						
Prior-Year Adjustments/Restatements (9793/9795)	\$ -					\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 469,456	\$ (48,229)	\$ (9,142)	\$ (6,846)	\$ -	\$ 405,239
<b>COMPONENTS OF ENDING BALANCE:</b>						
Reserved Amounts (9711-9740)	\$ 53,840					\$ 53,840
Reserved for Economic Uncertainties (9770)	\$ 67,212					\$ 61,263
Designated Amounts (9775-9780)	\$ 348,404					\$ 290,136
Unappropriated Amount - Unrestricted (9790)						
Unappropriated Amount - Restricted (9790)						
Reserve for Economic Uncertainties Percentage	4%					4.00%

\* Please see question on page 7.



Piner-Olivet Union School District - Northwest Prep

**L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT**

This disclosure document is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. This certification page should be signed by the Superintendent and Chief Business Official at the time of public disclosure. The absence of one or both of the signatures should serve as a "red flag" to the district's Governing Board.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Official of the Piner-Olivet Union School District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from July 1, 2022 to June 30, 2025.

**Board Actions**

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

**Budget Adjustment Categories:**

Revenues/Other Financing Sources  
Expenditures/Other Financing Uses  
Ending Balance(s) Increase (Decrease)

**Budget Adjustment Increase/  
(Decrease)**

\$	-
\$	68,814
\$	(68,814)

Subsequent Years

**Budget Adjustment Categories:**

Revenues/Other Financing Sources  
Expenditures/Other Financing Uses  
Ending Balance(s) Increase (Decrease)

**Budget Adjustment Increase/  
(Decrease)**

	\$0.00
	\$310,868.00
	(\$310,868.00)

**Budget Revisions**

If the district does not adopt all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

**Assumptions**

See attached page for a list of the assumptions upon which this certification is based.

**Certifications**

I hereby certify       I am unable to certify

*[Signature]*  
District Superintendent  
(Signature)

6/8/2022  
Date

I hereby certify       I am unable to certify

*[Signature]*  
Chief Business Official  
(Signature)

6/8/2022  
Date

**Special Note:** The Sonoma County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

Piner-Olivet Union School District - Northwest Prep

**J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES**

1. State Reserve Standard

	Current Year	Year 2	Year 3
a. Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 1,531,571	\$ 1,622,257	\$ 1,706,394
b. State Standard Minimum Reserve Percentage for this District Enter percentage:	4.00%	4.00%	4.00%
c. State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. or \$50,000)	\$ 61,263	\$ 64,890	\$ 68,256

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

a. General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$ 61,263	\$ 64,891	\$ 68,256
b. General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$ -	\$ -	\$ -
c. Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	\$ -	\$ -	\$ -
d. Special Reserve Fund (Fund 17) Budgeted Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e. Total Available Reserves	\$ 61,263	\$ 64,891	\$ 68,256
f. Reserve for Economic Uncertainties Percentage	4.00%	4.00%	4.00%

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

Current Year	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Year 2	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Year 3	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. If no, how do you plan to restore your reserves?





Piner-Olivet Union School District - Northwest Prep

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

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

*[Signature]*  
District Superintendent (or Designee)  
(Signature)

6/8/2022  
Date

*Kay Vang, CBD*  
Contact Person

707-522-3008  
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on \_\_\_\_\_, took action to approve the proposed Agreement with the \_\_\_\_\_ Bargaining Unit.

\_\_\_\_\_  
President (or Clerk), Governing Board  
(Signature)

\_\_\_\_\_  
Date

Special Note: The Sonoma County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

## Agenda Item Summary

<b>Action Item: 8.4    <i>Consideration of Approval of 2022-2023 through 2024-2025 Compensation Adjustment for District Superintendent</i></b>
--

Special Meeting of: June 22,2022

Action Item

Report Format:

Attachment:        None

### **Background**

The Board is considering contract agreements and compensation adjustments for all classified, confidential, supervisory and administrative staff of 6.56% on-schedule. The Board negotiates compensation for the District Superintendent directly but must take any action regarding any portion of the Superintendent's contract in Open Session.

### **Issue(s)**

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

The AB 1200 disclosure documentation shows that the agreement will cause the District to deficit spend in 2022-23 through 2024-25. Deficit spending is projected to be \$294,902, \$805,755.40, and \$1,308,007.55, respectively.

Required reserve levels for economic uncertainty will be met for all three years. Cash flow reserves at 4% will be maintained for 2022-23 through 2024-25. The District will need to make budget reductions to eliminate deficit spending. The AB 1200 disclosure is being certified based on the District making budget reductions in subsequent years.

### **Recommendation**

Board decision regarding Superintendent compensation

## Agenda Item Summary

**Action Item: 8.5 Approval of Resolution #570 School and Classroom Capacity Limits for Purposes of Granting or Denying an Interdistrict Transfer Request**

---

Special Meeting of: June 22, 2022

Action Item

Report Format:

Attachment: Resolution

---

### **Background**

The purpose of this resolution is to establish, on a yearly basis, capacities for various grades and special programs. This assists districts in our county, when granting or denying interdistrict transfers, so that the district has established capacities prior to making determinations about space. In the case of resource programs and the special day class, it is particularly helpful to have capacities established, so that a district's denial of an interdistrict transfer to due lack of capacity is supported by a concrete determination.



NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the PINER-OLIVET UNION SCHOOL DISTRICT that the District hereby sets forth criteria for denying an interdistrict transfer request due to lack of space for the 2022-2023 school year:

1. Classes at the relevant grade level may be deemed to be full for purposes of interdistrict transfers when the classes reach 90% of total capacity.
2. When the total number of enrolled students in the District reaches 90% of total capacity, the District may be deemed full for purposes of interdistrict transfers
3. For resource specialist programs, in addition to considerations of grade level and district capacity, a resource specialist program may be deemed full when all 1.0 full time equivalent (“FTE”) RSP case managers’ caseloads are higher than 22:1, or, where a RSP is not 1.0 FTE, a prorated ratio based upon the fraction of FTE the RSP is hired to teach;
4. For special day class (“SDC”) students, in addition to considerations of grade level and district capacity:
  - a. A Mild-to-Moderate SDC may be deemed full for purposes of interdistrict transfers when the student:teacher ratio exceeds 10:1.
6. For new programs or classes, the Superintendent or his/her designee may establish capacities for purposes of interdistrict transfers.

The foregoing Resolution was adopted by the Governing Board of the PINER-OLIVET UNIONB SCHOOL DISTRICT on the 22<sup>ND</sup> day of June, 2022, by the following vote:

AYES:

NOES:

ABSENT:

---

President, Governing Board

I, \_\_\_\_\_, Clerk of the Governing Board of the PINER-  
OLIVET UNION SCHOOL DISTRICT do hereby certify that the foregoing Resolution was  
regularly introduced, passed and adopted by the Governing Board at its meeting held on June 22,  
2022.

---

Clerk, Governing Board

## Agenda Item Summary

Action Item: **8.6 Approval of Resolution #571 2022-23 Line of Credit with Sonoma County Treasury**

---

Special Meeting of: June 22, 2022                      Action Item                      Report Format: Oral

---

Attachment: Resolution #571

---

**Presented by:** Kay Vang, CBO

### **Background**

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

### **Issue(s)**

### **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 2022-23 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.

### **Options**

### **Recommendation**

Approve as presented.

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 2022-2023 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, 2022-23, are budgeted at \$14,128,663.

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 2022-23 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 June 22, 2022 by the following vote:

<u>Board Member</u>	<u>Vote</u>
<u>Cindy Pryor</u> _____	_____
<u>Mardi Hinton</u> _____	_____
<u>Janae Franicevic</u> _____	_____
<u>Toni Smith</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 22, 2022

GENERAL FUND

ANTICIPATED MONTHLY ENDING BALANCES

From July 1, 2022 to June 30, 2023

	<u>Cash Income</u>	<u>Cash Expenditures</u>	<u>Cash Balances</u>
Beginning Cash Balance:			<u>\$5,483,880</u>
July	\$334,537	\$614,061	\$5,204,356
August	\$414,169	\$1,459,519	\$4,159,006
September	\$557,021	\$1,200,018	\$3,516,009
October	\$677,301	\$1,234,319	\$2,958,991
November	\$560,636	\$880,211	\$2,639,416
December	\$3,942,634	\$1,078,040	\$5,504,010
January	\$755,349	\$993,965	\$5,265,394
February	\$752,655	\$1,060,062	\$4,957,987
March	\$957,489	\$1,008,513	\$4,906,963
April	\$3,654,605	\$1,057,014	\$7,504,554
May	\$581,022	\$12,040,706	\$6,044,869
June	\$885,135	\$1,628,188	\$5,781,859
	*\$14,072,552	\$14,204,616	
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 special 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

-----  
**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)

## Agenda Item Summary

Action Item: **8.7 Approval of 2022-2023 Budget for Piner-Olivet Union School District Including Olivet Elementary Charter School, Schaefer Charter School, Northwest Prep Charter and Piner-Olivet Charter School and Statement of Reasons for Excess Reserves**

---

Special Meeting of: June 22, 2022	Action Item	Report Format:
Attachment: Staff Report		

---

**Presented by:** Kay Vang, CBO

### **Background**

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

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

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

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

### **Recommendation**

Approve

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

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

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

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

**Remaining Unsubstantiated Balance      \$0.00**

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



**PINER-OLIVET**  
UNION SCHOOL DISTRICT

2022-23  
District Budget

June 22, 2022

**Dr. Kay Vang**  
*Chief Business Official*

**Dr. Steve Charbonneau**  
*Superintendent*

ANNUAL BUDGET REPORT:

July 1, 2022 Budget Adoption

Insert "X" in applicable boxes:

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

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

Budget available for inspection at:

Public Hearing:

Place: www.pousd.org

Place: Schaef er Charter School

Date: June 01, 2022

Date: June 08, 2022

Time: 06:00 PM

Adoption Date: June 22, 2022

Signed: \_\_\_\_\_

Clerk/Secretary of  
the Governing  
Board

(Original signature  
required)

Contact person for additional information on the budget reports:

Name: Kay Vang

Telephone: 707-522-3008

Title: CBO

E-mail: kvang@pousd.org

**Criteria and Standards Review Summary**

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

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



4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
<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
		If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2021-22) annual payment?		X

S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?  • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?		X
			X	
			X	
				X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:  • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)		X
				X
				X
S9	Local Control and Accountability Plan (LCAP)	Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?  • Approval date for adoption of the LCAP or approval of an update to the LCAP:		X
			Jun 22, 2022	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
<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	
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ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

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

To the County Superintendent of  
Schools:

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

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

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

\_\_\_\_\_ RESIG

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

Signed

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

\_\_\_\_\_  
Clerk/Secretary of the Governing Board

(Original signature required)

For additional information on this certification, please contact:

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

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

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## **Piner-Olivet Union School District -- Student Outcomes**

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

### **Personal Integrity**

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

### **Productive Collaboration**

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

### **Critical and Creative Thinking**

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

### **Effective Communication**

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

### **Reflective Learning**

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

### **Citizenship and Global Responsibility**

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

### **Resiliency and Drive**

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

# BUDGET DEVELOPMENT



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

DATE	ACTIVITY	Whose Responsibility		PURPOSE
		Prepares and/or Presents	Discusses and/or Approves	
Within 45 days of State Budget Adoption	Budget updates	CBO	School Board adopts	Update of financial status as required by State
September meeting	Approve resolution for Adopting the GANN Limit	CBO	School Board to approve	Comply with California Constitution Article XIII B (Added by Prop. 4)
September meeting	Hold public hearing regarding the sufficiency of instructional materials	Director of Innovative Learning	School Board to hold public hearing	Comply with Ed Code 60119
September meeting	Review final unaudited actuals from prior year budget	CBO	School Board to review any discrepancies between current year budget and prior year budget	Ending balance is no longer estimated, will know true numbers
September meeting	Review updated schools' Comprehensive Safety Plans	Superintendent Site Admin.	School Board to review and adopt	Update of Comprehensive Safety Plans by March 1 <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 (Supervisor of M/O)	CBO School Board	Review the maintenance/construction projects from the prior summer
October	Annual progress report for prior year and updated plan for current year for Title I, GATE, and ELL Programs presented to Site Councils	Superintendent Site Admin	Superintendent or Designee Site Councils	Give information to Site Council to be used in updating Single Plans for Student Achievement
October	School Site Councils have two meetings to revise Single Plan for Student Achievement District Office Staff review Single Plans for Student Achievement and return to Site Councils with suggested changes	Site Councils Superintendent Site Admin	Site Councils Superintendent or Designee	Update Single Plans for Student Achievement to concur with revised District Areas of Focus
November	Report out to LCAP stakeholders – prior year progress made toward LCAP goals Begin LCAP revision process	Superintendent Site Admin LCAP Stakeholders	Superintendent or Designee	Comply with State laws regarding LCAP
November meeting	School Site Councils present revised Single Plan for Student Achievement, include updated budget for current year, annual progress report for prior year	Superintendent Site Admin. CBO (Budget info to Site Admin only)	School Board to approve or request modifications	Updated Single Plans for Student Achievement approved in a timely manner so that staff can begin working on achieving District Areas of Focus <i>and</i> LCAP goals
November meeting	Review new programs approved by State for current year budget if applicable	Superintendent CBO	Superintendent and CBO to approve expenditure procedures for each new program	Give direction to staff and site councils
November	Review Developer Fee Justification Report – must be updated every five years	CBO	CBO to review and have report renewed if needed	Comply with developer fee regulations
December	Continue stakeholder engagement and LCAP revision process	Superintendent Site Admin LCAP Stakeholders	Superintendent or Designee	Comply with State laws regarding LCAP that LCAP revision is an ongoing process
December meeting	1 <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 (Supervisor of M/O)	CBO School Board	Begin to determine summer projects, funding for projects, bid timelines if needed
February meeting	Report to Board on LCAP engagement and revision process	Superintendent Site Admin	Superintendent School Board	Continue with LCAP engagement and revision process
February meeting	Continue discussion of summer maintenance/construction projects	CBO (Supervisor of M/O)	CBO School Board	Continue to determine summer projects, funding for projects, bid timelines if needed
March meeting	2nd Interim Financial Report and budget updates for current year budget for District and all charters	CBO	School Board to adopt	Update of financial status as required by State and monitor financial status of charter schools
March meeting	Review preliminary budget for next budget year for District and all charters to check for alignment with LCAPs	Superintendent Site Admin CBO	School Board and Stakeholders begin process of aligning budgets to LCAPs	Begin to match budget expenditures to LCAPs and District Areas of Focus
April	Finalize LCAP work with stakeholders Respond to LCAP comments in writing	Superintendent Site Admin	Superintendent or Designee Stakeholders	Complete work with LCAP stakeholders so that LCAP can be finalized for public hearing at May meeting Comply with LCAP law regarding responding to comments in writing
April meeting	Continue to review preliminary budget for next budget year for District and all charters	Superintendent Site Admin CBO	School Board and Stakeholders continue process of aligning budgets to LCAPs	Continue work aligning budgets to LCAPs and District Areas of Focus
April meeting	Finalize discussion of summer maintenance/construction projects	CBO (Supervisor of M/O)	CBO School Board	Review summer projects, funding for projects, and approve bids if available.
April/May	Annual reports from School-Connected Organizations	Site Admin. School-Connected Org	School Board to review and approve requests for recognition as School- Connected Organizations	Comply with Board Policy 1230
May	School Site Councils develop budget and preliminary revisions to Single Plan for Student Achievement, include staff development plans and support services District Office Staff review SPSA and return to Site Councils with suggested changes	Superintendent Site Councils	Site Councils Superintendent or Designee	Plan for next year and prepare to give input to Governing Board early enough to be incorporated into the District LCAP and budget
May meeting	Adopt resolution allowing year end budget updates	N/A	School Board	Comply with Ed Code allowing Board resolution authorizing year end budget updates
June – 1st meeting	Public Hearing on LCAP and draft budget Approve Budget Development and Operations Calendar for budget year	Superintendent Site Admin CBO	School Board and stakeholders to review LCAP and draft budget at public hearing	Comply with laws regarding LCAP and budget public hearing – must be held at a meeting prior to the meeting at which the LCAP and budget are adopted
June – 1 <sup>st</sup> meeting	Review report of summer maintenance/construction projects	CBO (Supervisor of M/O)	CBO School Board	Review summer projects, funding for projects, and approve bids if needed
June – 1 <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 2023			
August	Resolution POUUSD, State of California, Adoption of Conflict of Interest Code due by August 2022			

**PINER-OLIVET USD ENROLLMENT TO P2 ADA TREND**

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

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

3	55	29	37	48	47	50	45	44	40	47	47
4	32	53	30	38	44	48	43	35	41	37	43
5	54	30	52	30	43	42	45	39	35	39	34
6	47	51	19	46	29	37	33	30	30	25	29
Homestudy	9	4	6		Inc	Inc	Inc	NA	NA	NA	NA
<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>295</b>	<b>295</b>	<b>286</b>	<b>285</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>315.69</b>	<b>315.69</b>	<b>271.30</b>	<b>272.88</b>	<b>265.98</b>	<b>267.90</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>0.940</b>	<b>0.999</b>	<b>0.920</b>	<b>0.925</b>	<b>0.930</b>	<b>0.940</b>
<b>Schaefer Charter K-6</b>											
TK (effective FY2023/24 - cohort 1)										12	16
K	65	65	69	50	45	45	47	47	44	42	39
1	65	70	66	65	45	48	44	45	47	43	41
2	69	63	73	67	57	45	47	45	44	47	43
3	71	71	56	73	58	57	46	37	45	44	47
4	62	60	71	58	53	62	59	46	39	45	45
5	60	61	59	66	42	58	59	52	46	37	44
6	52	58	55	51	45	33	53	54	48	41	33
<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>326</b>	<b>313</b>	<b>311</b>	<b>308</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>326.98</b>	<b>326.98</b>	<b>304.79</b>	<b>292.64</b>	<b>292.34</b>	<b>291.06</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>0.940</b>	<b>0.921</b>	<b>0.935</b>	<b>0.935</b>	<b>0.940</b>	<b>0.945</b>
School Year	2014/2015	2015/2016	2016/2017	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
CBEDS Date	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017	Oct. 2018	Oct. 2019	Oct. 2020	Oct. 2021	Oct. 2022	Oct. 2023	Oct. 2024
<b>Piner-Olivet Charter (1996)</b>											
6	0	0	0	0	0	0	0	0	0	0	0
7	109	98	98	106	104	100	100	107	105	105	92
8	102	108	103	100	97	109	101	91	103	101	101
Homestudy	7	12	6								
<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>198</b>	<b>208</b>	<b>206</b>	<b>193</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>200.41</b>	<b>200.41</b>	<b>190.66</b>	<b>200.29</b>	<b>198.36</b>	<b>185.85</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>0.963</b>	<b>0.963</b>	<b>0.963</b>	<b>0.963</b>

**Northwest Prep at Piner-Olivet (2004)**

TK-3 (new in FY21/22 - Online Academy ends 21/22)

Grades 4-6 (new in FY21/22 -Online Academy ends 21/22 )

									21	12	13	16
									18	9	10	8
7	13	16	19	18	28	18	14	12	14	14	11	
8	14	13	23	14	19	26	21	17	15	16	16	
9	17	23	24	18	16	18	16	25	20	20	20	
10	18	16	21	16	18	16	17	16	26	19	20	
11	13	12	19	20	19	17	18	17	16	26	20	
12	14	15	10	17	17	14	15	16	15	15	23	
Homestudy												
<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>142</b>	<b>127</b>	<b>133</b>	<b>134</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>131.93</b>	<b>117.99</b>	<b>123.69</b>	<b>125.96</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>0.929</b>	<b>0.929</b>	<b>0.930</b>	<b>0.940</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>1,224</b>	<b>1,219</b>	<b>1,193</b>	<b>1,180</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>1,213.77</b>	<b>1,213.77</b>	<b>1,145.47</b>	<b>1,142.78</b>	<b>1,121.95</b>	<b>1,119.17</b>	
Grand Total Enrollment	1,419	1,415	1,422	1,358	1,261	1,280	1,240	1,224	1,219	1,193	1,180	

## 2022-23 Budget Development

Based on the May Revise and BASC LCFF Calculator

District 43 General Funds (01, 04, 05)

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

## 2022-23 Budget Development

Based on the May Revise and BASC LCFE Calculator

District 43 General Funds (01, 04, 05)

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

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



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

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

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

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

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

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

\*Average daily attendance (ADA)

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

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

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

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

<sup>3</sup>Amounts are estimated by SSC and are subject to change.

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

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

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

<sup>7</sup>Minimum wage increases and are effective January 1 of the respective year.

# BUDGET SUMMARY

## PINER-OLIVET UNION SCHOOL DISTRICT

To: The Governing Board

From: Dr. Kay Vang, Chief Business Official

Subject: The Budget for 2022-23

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

### ***Local Control Funding Formula***

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

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

**General Planning Factors**

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

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

**Local Control Accountability Plan (LCAP)**

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

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

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

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

**Overall Condition of the District**

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

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

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

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

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

**Enrollment/Average Daily Attendance (ADA) Trends**

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

**Retirement Packages**

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

**General Fund Contributions to Restricted Programs**

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

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

**Multi-Year Commitments**

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

**Local Control Funding Formula (LCFF)**

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

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



**Federal Revenues**

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

**Other State Revenues**

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

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

**Expenditures**

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

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

**Fund Balance**

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

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

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

**Cash Flow**

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

**Piner-Olivet Charter School Fund (Fund 07)**

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

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

**Northwest Prep at Piner-Olivet Fund (Fund 09)**

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

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

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

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

#### **Deferred Maintenance Fund (Fund 14)**

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

#### **Special Reserve Fund (Fund 17)**

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

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

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

#### **Bond Fund (Fund 21)**

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

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

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

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

***Conclusion:***

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

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

**Multiyear Projection**  
**FINAL 22-23 Budget Dev F01 District**

Description (Object Range) [Sum Detail]	2022-23	2023-24	2024-25
	Base Year	Year 2	Year 3
<b>A. REVENUES &amp; OTHER FINANCING SOURCES [Sum Lines A1-A5C]</b>	<b>\$14,128,663.00</b>	<b>\$14,260,861.94</b>	<b>\$14,481,477.31</b>
1. LCFF/Revenue Limit Sources (8010-8099)	11,523,490.00	11,949,642.00	12,170,341.00
2. Federal Revenues (8100-8299)	522,125.00	522,125.00	522,125.00
3. Other State Revenues (8300-8599)	1,050,537.00	760,923.56	762,443.71
4. Other Local Revenues (8600-8799)	1,032,511.00	1,028,171.38	1,026,567.60
5. Other Financing Sources	0.00	0.00	0.00
a. Transfers In (8900-8929)	0.00	0.00	0.00
b. Other Sources (8930-8979)	0.00	0.00	0.00
c. Contributions (8980-8999)	0.00	0.00	0.00
<b>B. EXPENDITURES &amp; OTHER FINANCING USES [Sum Lines B1-B10]</b>	<b>\$13,891,430.00</b>	<b>\$14,051,193.52</b>	<b>\$14,362,425.91</b>
1. Certificated Salaries (1000-1999)	4,837,876.00	4,870,966.07	4,992,740.23
2. Classified Salaries (2000-2999)	1,952,533.00	1,981,821.03	2,011,548.34
3. Employee Benefits (3000-3999)	3,231,730.00	3,221,688.13	3,256,128.60
4. Books and Supplies (4000-4999)	497,275.00	472,044.82	481,344.11
5. Services and Other Operating Expenditures (5000-5999)	3,372,016.00	3,498,891.47	3,567,819.63
6. Capital Outlay (6000-6999)	0.00	0.00	0.00
7. Other Outgo (excluding Transfers of Indirect Costs) (7100-7299,7400-7499)	0.00	0.00	0.00
8. Other Outgo - Transfers of Indirect Costs (7300-7399)	0.00	0.00	0.00
9. Other Financing Uses	0.00	0.00	0.00
a. Transfers Out (7600-7629)	0.00	5,782.00	52,845.00
b. Other Uses (7630-7699)	0.00	0.00	0.00
10. Other Adjustments (described in assumptions)	0.00	0.00	0.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>	<b>237,233.00</b>	<b>209,668.42</b>	<b>119,051.40</b>
<b>D. FUND BALANCE</b>	<b>5,483,880.00</b>	<b>5,721,113.00</b>	<b>5,930,781.42</b>
1. Beginning Fund Balance (9791-9795)	5,483,880.00	5,721,113.00	5,930,781.42
2. Ending Fund Balance [Sum lines D2a-D2e2]	<b>\$5,721,113.00</b>	<b>\$5,930,781.42</b>	<b>\$6,049,832.82</b>
a. Nonspendable (9710-9719)	3,000.00	3,000.00	3,000.00
b. Restricted (9740)	28,392.00	9,910.35	897.14
c. Committed	0.00	0.00	0.00
1. Stabilization Arrangements (9750)	0.00	0.00	0.00
2. Other Commitments (9760)	3,369,315.00	2,742,162.00	2,857,776.61
Estimated Cost for Signed TA	1,841,257.00	1,196,530.00	577,781.00
Reserve for Cash Flow @ 11%	1,528,058.00	1,545,632.00	2,279,995.61
d. Assigned	1,764,748.00	2,613,661.07	2,613,661.07
1. Other Assignments (9780)	1,764,748.00	2,613,661.07	2,613,661.07
Special Ed & Facilities	555,658.00	562,048.00	574,498.00
e. Unassigned/Unappropriated	0.00	0.00	0.00
1. Reserve for Economic Uncertainties (9789)	0.00	0.00	0.00
2. Unassigned/Unappropriated (9790)	0.00	0.00	0.00

**Multiyear Projection**  
**FINAL 22-23 Budget Dev F01 District**

Description (Object Range) [Sum Detail]	2022-23	2023-24	2024-25
	Base Year	Year 2	Year 3
<b>A. REVENUES &amp; OTHER FINANCING SOURCES [Sum Lines A1-A5C]</b>	<b>\$9,343,385.00</b>	<b>\$9,675,064.19</b>	<b>\$9,813,606.43</b>
1. LCFF/Revenue Limit Sources (8010-8099)	11,336,453.00	11,762,605.00	11,983,304.00
2. Federal Revenues (8100-8299)	0.00	0.00	0.00
3. Other State Revenues (8300-8599)	159,559.00	160,591.37	161,404.27
4. Other Local Revenues (8600-8799)	519,505.00	515,165.38	513,561.60
5. Other Financing Sources	0.00	0.00	0.00
a. Transfers In (8900-8929)	0.00	0.00	0.00
b. Other Sources (8930-8979)	0.00	0.00	0.00
c. Contributions (8980-8999)	0.00	0.00	0.00
<b>B. EXPENDITURES &amp; OTHER FINANCING USES [Sum Lines B1-B10]</b>	<b>\$9,106,152.00</b>	<b>\$9,446,914.12</b>	<b>\$9,685,541.82</b>
1. Certificated Salaries (1000-1999)	4,240,569.00	4,346,002.95	4,454,554.96
2. Classified Salaries (2000-2999)	1,497,754.00	1,520,220.33	1,543,023.63
3. Employee Benefits (3000-3999)	2,248,867.00	2,267,667.70	2,298,370.84
4. Books and Supplies (4000-4999)	172,808.00	299,234.18	305,129.10
5. Services and Other Operating Expenditures (5000-5999)	1,136,692.00	1,198,544.96	1,222,156.29
6. Capital Outlay (6000-6999)	0.00	0.00	0.00
7. Other Outgo (excluding Transfers of Indirect Costs) (7100-7299,7400-7499)	0.00	0.00	0.00
8. Other Outgo - Transfers of Indirect Costs (7300-7399)	(190,538.00)	(190,538.00)	(190,538.00)
9. Other Financing Uses	0.00	0.00	0.00
a. Transfers Out (7600-7629)	0.00	5,782.00	52,845.00
b. Other Uses (7630-7699)	0.00	0.00	0.00
10. Other Adjustments (described in assumptions)	0.00	0.00	0.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>	<b>237,233.00</b>	<b>228,150.07</b>	<b>128,064.61</b>
<b>D. FUND BALANCE</b>	<b>5,455,488.00</b>	<b>5,692,721.00</b>	<b>5,920,871.07</b>
1. Beginning Fund Balance (9791-9795)	5,455,488.00	5,692,721.00	5,920,871.07
2. Ending Fund Balance [Sum lines D2a-D2e2]	<b>\$5,692,721.00</b>	<b>\$5,920,871.07</b>	<b>\$6,048,935.68</b>
a. Nonspendable (9710-9719)	3,000.00	3,000.00	3,000.00
b. Restricted (9740)	0.00	0.00	0.00
c. Committed	0.00	0.00	0.00
1. Stabilization Arrangements (9750)	0.00	0.00	0.00
2. Other Commitments (9760)	3,369,315.00	2,742,162.00	2,857,776.61
Estimated Cost for Signed TA	1,841,257.00	1,196,530.00	577,781.00
Reserve for Cash Flow @ 11%	1,528,058.00	1,545,632.00	2,279,995.61
d. Assigned	1,764,748.00	2,613,661.07	2,613,661.07
1. Other Assignments (9780)	1,764,748.00	2,613,661.07	2,613,661.07
Special Ed & Facilities	555,658.00	562,048.00	574,498.00
e. Unassigned/Unappropriated	0.00	0.00	0.00
1. Reserve for Economic Uncertainties (9789)	0.00	0.00	0.00
2. Unassigned/Unappropriated (9790)	0.00	0.00	0.00

**Multiyear Projection**  
**FINAL 22-23 Budget Dev F01 District**

Description (Object Range) [Sum Detail]	2022-23	2023-24	2024-25
	Base Year	Year 2	Year 3
<b>A. REVENUES &amp; OTHER FINANCING SOURCES [Sum Lines A1-A5C]</b>	<b>\$4,785,278.00</b>	<b>\$4,585,797.75</b>	<b>\$4,667,870.88</b>
1. LCFF/Revenue Limit Sources (8010-8099)	187,037.00	187,037.00	187,037.00
2. Federal Revenues (8100-8299)	522,125.00	522,125.00	522,125.00
3. Other State Revenues (8300-8599)	890,978.00	600,332.19	601,039.44
4. Other Local Revenues (8600-8799)	513,006.00	513,006.00	513,006.00
5. Other Financing Sources	0.00	0.00	0.00
a. Transfers In (8900-8929)	0.00	0.00	0.00
b. Other Sources (8930-8979)	0.00	0.00	0.00
c. Contributions (8980-8999)	0.00	0.00	0.00
<b>B. EXPENDITURES &amp; OTHER FINANCING USES [Sum Lines B1-B10]</b>	<b>\$4,785,278.00</b>	<b>\$4,604,279.40</b>	<b>\$4,676,884.09</b>
1. Certificated Salaries (1000-1999)	597,307.00	524,963.12	538,185.27
2. Classified Salaries (2000-2999)	454,779.00	461,600.70	468,524.71
3. Employee Benefits (3000-3999)	982,863.00	954,020.43	957,757.76
4. Books and Supplies (4000-4999)	324,467.00	172,810.64	176,215.01
5. Services and Other Operating Expenditures (5000-5999)	2,235,324.00	2,300,346.51	2,345,663.34
6. Capital Outlay (6000-6999)	0.00	0.00	0.00
7. Other Outgo (excluding Transfers of Indirect Costs) (7100-7299,7400-7499)	0.00	0.00	0.00
8. Other Outgo - Transfers of Indirect Costs (7300-7399)	190,538.00	190,538.00	190,538.00
9. Other Financing Uses	0.00	0.00	0.00
a. Transfers Out (7600-7629)	0.00	0.00	0.00
b. Other Uses (7630-7699)	0.00	0.00	0.00
10. Other Adjustments (described in assumptions)	0.00	0.00	0.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>	<b>0.00</b>	<b>(18,481.65)</b>	<b>(9,013.21)</b>
<b>D. FUND BALANCE</b>	<b>28,392.00</b>	<b>28,392.00</b>	<b>9,910.35</b>
1. Beginning Fund Balance (9791-9795)	28,392.00	28,392.00	9,910.35
2. Ending Fund Balance [Sum lines D2a-D2e2]	<b>\$28,392.00</b>	<b>\$9,910.35</b>	<b>\$897.14</b>
a. Nonspendable (9710-9719)	0.00	0.00	0.00
b. Restricted (9740)	28,392.00	9,910.35	897.14
c. Committed	0.00	0.00	0.00
1. Stabilization Arrangements (9750)	0.00	0.00	0.00
2. Other Commitments (9760)	0.00	0.00	0.00
Estimated Cost for Signed TA	0.00	0.00	0.00
Reserve for Cash Flow @ 11%	0.00	0.00	0.00
d. Assigned	0.00	0.00	0.00
1. Other Assignments (9780)	0.00	0.00	0.00
Special Ed & Facilities	0.00	0.00	0.00
e. Unassigned/Unappropriated	0.00	0.00	0.00
1. Reserve for Economic Uncertainties (9789)	0.00	0.00	0.00
2. Unassigned/Unappropriated (9790)	0.00	0.00	0.00



PINER-OLIVET  
CHARTER SCHOOL

2022-2023  
Budget Report

PINER-OLIVET CHARTER SCHOOL BUDGET ASSUMPTIONS

**2022-23 Budget Development**

Based on the May Revise and BASC LCFF Calculator

District 43 Fund 07

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



PINER-OLIVET CHARTER SCHOOL BUDGET ASSUMPTIONS

Dental/Vision/Life	No cap	No cap	No cap
Retiree Health Benefits	Caps vary according to contract	Caps vary according to contract	Caps vary according to contract
Retirement Incentive	\$ -	\$ -	\$ -
<b><i>Other Expenditures</i></b>			
Books & Supplies	<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 in STRS/PERS & RESIG - 5% increase in Property/Liability	20% increase in Property/Liability	20% increase in Property/Liability
Capital Outlay	None	None	None
Special Ed Contribution	\$20,000	\$20,000	\$20,000

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





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

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
POCS - Facilities & Instructional Materials	0000	9780		26,267.05	
Reserve for Economic Uncertainties	0000	9780		148,814.08	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	1,243,032.25		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	6,000.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,249,032.25		
<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	683.65		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			683.65		
<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>					
(G9 + H2) - (I6 + J2)			1,248,348.60		
<b>LCFF SOURCES</b>					
Principal Apportionment					
State Aid - Current Year		8011	1,298,363.00	1,475,608.00	13.7%
Education Protection Account State Aid - Current Year		8012	131,756.00	107,989.00	-18.0%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	1,681,757.00	1,694,656.00	0.8%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,111,876.00	3,278,253.00	5.3%
<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	41,708.00	35,870.00	-14.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%

NORTHWEST  
PREP

2022-23

Budget Report

NORTHWEST PREP CHARTER SCHOOL BUDGET ASSUMPTIONS

**2022-23 Budget Development**

Based on the May Revise and BASC LCFF Calculator

District 43 Fund 09

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



NORTHWEST PREP CHARTER SCHOOL BUDGET ASSUMPTIONS

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

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





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

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
POCS - Facilities & Instructional Materials	0000	9780		26,267.05	
Reserve for Economic Uncertainties	0000	9780		148,814.08	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	1,243,032.25		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	6,000.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,249,032.25		
<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	683.65		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			683.65		
<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>					
(G9 + H2) - (I6 + J2)			1,248,348.60		
<b>LCFF SOURCES</b>					
Principal Apportionment					
State Aid - Current Year		8011	1,298,363.00	1,475,608.00	13.7%
Education Protection Account State Aid - Current Year		8012	131,756.00	107,989.00	-18.0%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	1,681,757.00	1,694,656.00	0.8%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,111,876.00	3,278,253.00	5.3%
<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	41,708.00	35,870.00	-14.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%

DISTRICT K-6  
PROGRAM  
SACS REPORTS

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<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)	246.79	246.79	268.91	258.99	258.99	265.08
<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>	246.79	246.79	268.91	258.99	258.99	265.08
<b>5. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class	4.53	4.53	4.53	5.64	5.64	5.64
c. Special Education-NPS/LCI						
d. Special Education Extended Year	.49	.49	.49	0.00		
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
<b>g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)</b>	5.02	5.02	5.02	5.64	5.64	5.64



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

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<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>	576.09	576.09	576.09	565.52	565.52	565.52
<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>	576.09	576.09	576.09	565.52	565.52	565.52
<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>	322.59	322.59	322.59	318.28	318.28	318.28
<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)]						

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<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>	322.59	322.59	322.59	318.28	318.28	318.28
<b>9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)</b>	898.68	898.68	898.68	883.80	883.80	883.80

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

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

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

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

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



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

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

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

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<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	1,100.00	1,100.00	0.0%
5) TOTAL, REVENUES			1,100.00	1,100.00	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>			1,100.00	1,100.00	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%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			1,100.00	1,100.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	279,552.00	280,652.00	0.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			279,552.00	280,652.00	0.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			279,552.00	280,652.00	0.4%
2) Ending Balance, June 30 (E + F1e)			280,652.00	281,752.00	0.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	280,652.00	281,752.00	0.4%
Reserve for Maintenance Projects	0000	9780	280,652.00		
Reserve for Maintenance Projects	0000	9780		281,752.00	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	280,623.48		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<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	1,050.00	1,050.00	0.0%
5) TOTAL, REVENUES			1,050.00	1,050.00	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>			1,050.00	1,050.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	500,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			500,000.00	0.00	-100.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			501,050.00	1,050.00	-99.8%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	501,050.00	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	501,050.00	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	501,050.00	New
2) Ending Balance, June 30 (E + F1e)			501,050.00	502,100.00	0.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	501,050.00	502,100.00	0.2%
Reserve for Technology - Board approved 10.13.21	0000	9760	501,050.00		
Reserve for Technology - Board Approved 10.13.21	0000	9760		502,100.00	
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	501,033.22		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<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	4,000.00	4,000.00	0.0%
5) TOTAL, REVENUES			4,000.00	4,000.00	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>			4,000.00	4,000.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	500,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			500,000.00	0.00	-100.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			504,000.00	4,000.00	-99.2%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	650,910.00	1,154,910.00	77.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			650,910.00	1,154,910.00	77.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			650,910.00	1,154,910.00	77.4%
2) Ending Balance, June 30 (E + F1e)			1,154,910.00	1,158,910.00	0.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	1,154,910.00	1,158,910.00	0.3%
Reserve for OPEB Liability - Board Approved 10.13.21	0000	9760	1,154,910.00		
Reserve for OPEB Liability - Board Approved 10.13.21	0000	9760		1,158,910.00	
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	1,154,437.05		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<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	26,000.00	26,000.00	0.0%
5) TOTAL, REVENUES			26,000.00	26,000.00	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	487,804.00	0.00	-100.0%
6) Capital Outlay		6000-6999	1,021,243.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,509,047.00	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(1,483,047.00)	26,000.00	-101.8%
<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	12,332.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			12,332.00	0.00	-100.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(1,470,715.00)	26,000.00	-101.8%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,870,898.00	4,400,183.00	-25.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,870,898.00	4,400,183.00	-25.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,870,898.00	4,400,183.00	-25.1%
2) Ending Balance, June 30 (E + F1e)			4,400,183.00	4,426,183.00	0.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	4,400,183.00	4,426,183.00	0.6%
Reserve for BOND Approved Projects	0000	9780	4,400,183.00		
Reserve for BOND Approved Projects	0000	9780		4,426,183.00	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	5,278,136.59		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<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	165,000.00	165,000.00	0.0%
5) TOTAL, REVENUES			165,000.00	165,000.00	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	30,921.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	186,094.00	39,000.00	-79.0%
6) Capital Outlay		6000-6999	12,952.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			229,967.00	39,000.00	-83.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(64,967.00)	126,000.00	-293.9%
<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%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(54,967.00)	136,000.00	-347.4%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	825,047.00	770,080.00	-6.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			825,047.00	770,080.00	-6.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			825,047.00	770,080.00	-6.7%
2) Ending Balance, June 30 (E + F1e)			770,080.00	906,080.00	17.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	770,080.00	906,080.00	17.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	922,323.37		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		



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

824.51
<b>District's ADA Standard Percentage Level: 2.0%</b>

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

824.5

**District's Enrollment Standard Percentage Level:**

2.0%

**2A. Calculating the District's Enrollment Variances**

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

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

Budget Year (2022-23)		
District Regular		276
Charter School		608
<b>Total Enrollment</b>		<b>884</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 were not reported in the General Fund. Only General Fund data will be utilized moving forward.

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

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

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

**3. CRITERION: ADA to Enrollment**

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

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

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

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

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

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

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

Fiscal Year		Estimated P-2 ADA	Enrollment	Ratio of ADA to Enrollment	Status
		Budget (Form A, Lines A4 and C4)	Budget/Projected (Criterion 2, Item 2A)		
Budget Year (2022-23)	District Regular	259	276	93.3%	Not Met
	Charter School	566	608		
	<b>Total ADA/Enrollment</b>	<b>825</b>	<b>884</b>		
1st Subsequent Year (2023-24)	District Regular	247	257	94.3%	Not Met
	Charter School	558	597		
	<b>Total ADA/Enrollment</b>	<b>806</b>	<b>854</b>		
2nd Subsequent Year (2024-25)	District Regular	254	260	95.3%	Not Met
	Charter School	559	593		
	<b>Total ADA/Enrollment</b>	<b>813</b>	<b>853</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 were not reported in the General Fund; thus causing a low Historical Ratio of ADA to Enrollment. Budget Year and Subsequent Years are utilizing data that is reported in the General Fund only. This historical average will correct after a few years of reporting General Fund data only.

**4. CRITERION: LCFF Revenue**

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)<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 (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
<b>Step 1 - Change in Population</b>				
a. ADA (Funded) (Form A, lines A6 and C4)	850.02	836.24	826.71	818.83
b. Prior Year ADA (Funded)		850.02	836.24	826.71
c. Difference (Step 1a minus Step 1b)		(13.78)	(9.53)	(7.88)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		(1.62%)	(1.14%)	(.95%)
<b>Step 2 - Change in Funding Level</b>				
a. Prior Year LCFF Funding		11,336,453.00	11,762,605.00	11,983,304.00
b1. COLA percentage		6.56%	5.38%	4.02%
b2. COLA amount (proxy for purposes of this criterion)		743,671.32	632,828.15	481,728.82
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		6.6%	5.4%	4.0%
<b>Step 3 - Total Change in Population and Funding Level</b>				
(Step 1d plus Step 2c)		4.9%	4.2%	3.1%
<b>LCFF Revenue Standard (Step 3, plus/minus 1%):</b>		<b>3.94% to 5.94%</b>	<b>3.24% to 5.24%</b>	<b>2.07% to 4.07%</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 (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	6,147,166.00	6,147,166.00	6,147,166.00	6,147,166.00
Percent Change from Previous Year		N/A	N/A	N/A
<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 (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
<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 (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	12,590,685.00	13,031,109.00	13,485,936.00	13,678,581.00
District's Projected Change in LCFF Revenue:		3.50%	3.49%	1.43%
<b>LCFF Revenue Standard</b>		<b>3.94% to 5.94%</b>	<b>3.24% to 5.24%</b>	<b>2.07% to 4.07%</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)

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

5. CRITERION: Salaries and Benefits

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

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

DATA ENTRY: All data are extracted or calculated.

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

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
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>82.7% to 90.7%</b>	<b>82.7% to 90.7%</b>	<b>82.7% to 90.7%</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	Status
	Salaries and Benefits	Total Expenditures	of Unrestricted Salaries and Benefits	
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	to Total Unrestricted Expenditures	
Budget Year (2022-23)	7,987,190.00	9,106,152.00	87.7%	Met
1st Subsequent Year (2023-24)	8,133,890.98	9,441,132.12	86.2%	Met
2nd Subsequent Year (2024-25)	8,295,949.43	9,632,696.82	86.1%	Met

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

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

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

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

**6. CRITERION: Other Revenues and Expenditures**

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

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

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

DATA ENTRY: All data are extracted or calculated.

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

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

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

years. All other data are extracted or calculated.

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

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



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

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

**Explanation:**  
(required if Yes)

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

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

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

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

**Explanation:**  
(required if Yes)

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

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

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

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

**Explanation:**  
(required if Yes)

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

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

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

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

**Explanation:**  
(required if Yes)

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

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

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

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

**Explanation:**  
(required if Yes)

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

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

DATA ENTRY: All data are extracted or calculated.

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

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

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

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

**Explanation:**

Federal Revenue  
(linked from 6B  
if NOT met)

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

**Explanation:**

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

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

**Explanation:**

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

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

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

**Explanation:**

Books and Supplies  
(linked from 6B)

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

if NOT met)

**Explanation:**

**Services and Other Exps**

(linked from 6B

if NOT met)

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

**7. CRITERION: Facilities Maintenance**

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

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

**NOTE:**

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

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

- 1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation? No
- b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (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, 3212, 3213, 3214, 3215, 3216, 3218, 3219, 5316, 7027, and 7690)

13,364,667.00

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

0.00

3% Required

Budgeted Contribution<sup>1</sup>

Minimum Contribution

to the Ongoing and Major

(Line 2c times 3%)

Maintenance Account

Status

c. Net Budgeted Expenditures and Other Financing Uses

	13,364,667.00	400,940.01	469,871.00	Met
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<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:

<input type="checkbox"/>	Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
<input type="checkbox"/>	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
<input type="checkbox"/>	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 (2019-20)	Second Prior Year (2020-21)	First Prior Year (2021-22)
1.	District's Available Reserve Amounts (resources 0000-1999)			
	a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
	b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	587,529.00	574,846.83	675,533.00
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	0.00	0.00
	d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	(1,688.67)	0.00	0.00
	e. Available Reserves (Lines 1a through 1d)	585,840.33	574,846.83	675,533.00
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	14,688,219.88	14,371,170.63	17,888,319.00
	b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
	c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	14,688,219.88	14,371,170.63	17,888,319.00
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	4.0%	4.0%	3.8%
<b>District's Deficit Spending Standard Percentage Levels</b>				
<b>(Line 3 times 1/3):</b>		<b>1.3%</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 (2019-20)	589,880.31	10,146,626.07	N/A	Met
Second Prior Year (2020-21)	1,159,499.14	9,566,298.50	N/A	Met
First Prior Year (2021-22)	(427,284.00)	9,660,223.00	4.4%	Not Met
Budget Year (2022-23) (Information only)	237,233.00	9,106,152.00		

**8C. Comparison of District Deficit Spending to the Standard**

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

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

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

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

**9. CRITERION: Fund Balance**

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

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

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

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

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

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

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

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

**10B. Calculating the District's Reserve Standard**

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

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

2.	Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3.	Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	13,891,430.00	14,051,193.52	14,362,425.91
4.	Reserve Standard Percentage Level	4%	4%	4%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	555,657.20	562,047.74	574,497.04
6.	Reserve Standard - by Amount (\$75,000 for districts with 0 to 1,000 ADA, else 0)	75,000.00	75,000.00	75,000.00
7.	<b>District's Reserve Standard</b> <b>(Greater of Line B5 or Line B6)</b>	<b>555,657.20</b>	<b>562,047.74</b>	<b>574,497.04</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 (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	555,658.00	562,048.00	574,498.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	0.00	0.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00	0.00	0.00
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00	0.00	0.00
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00	0.00	0.00
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	555,658.00	562,048.00	574,498.00
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	4.00%	4.00%	4.00%
<b>District's Reserve Standard</b> <b>(Section 10B, Line 7):</b>	<b>555,657.20</b>	<b>562,047.74</b>	<b>574,497.04</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?

No

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

**S2. Use of One-time Revenues for Ongoing Expenditures**

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

No

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

**S3. Use of Ongoing Revenues for One-time Expenditures**

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

No

1b. If Yes, identify the expenditures:

**S4. Contingent Revenues**

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

No

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

**S5. Contributions**

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

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

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

District's Contributions and Transfers Standard:

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

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

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

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

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

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

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

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

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

1d. **Impact of Capital Projects**

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

No

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

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

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

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

**Explanation:**

(required if NOT met)

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

**Explanation:**

(required if NOT met)

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

**Explanation:**

(required if NOT met)

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

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

**Project Information:**

(required if YES)

**S6. Long-term Commitments**

Identify all existing and new multiyear 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, 2022-23
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases				
Certificates of Participation				
General Obligation Bonds	24	51-8000	51-7400	17,944,844
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				



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

No

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

**Explanation:**

(required if Yes)

**S7. Unfunded Liabilities**

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

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

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

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

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

Yes

2. For the district's OPEB:

- a. Are they lifetime benefits?

No

- b. Do benefits continue past age 65?

No

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

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

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

Pay-as-you-go

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

Self-Insurance Fund	Governmental Fund
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governmental fund

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

Data must be entered.

1,353,874.00
0.00
1,353,874.00
Actuarial
Jun 30, 2021

5. OPEB Contributions
- a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method
  - b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)
  - c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)
  - d. Number of retirees receiving OPEB benefits

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)
66,413.00	66,413.00	66,413.00
50,618.00	53,596.00	64,720.00
9.00	9.00	9.00

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

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

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

No

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

3. Self-Insurance Liabilities
- a. Accrued liability for self-insurance programs
  - b. Unfunded liability for self-insurance programs


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

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

**S8. Status of Labor Agreements**

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

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

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

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

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

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

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

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

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

No

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

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

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

Negotiations Settled

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

**One Year Agreement**

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

or

**Multiyear Agreement**

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

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

Negotiations Not Settled

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

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

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

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

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

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

No

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

If Yes, explain the nature of the new costs:

**Certificated (Non-management) Step and Column Adjustments**

1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	62,831	62,831	62,831
3.	Percent change in step & column over prior year	1.6%	1.6%	1.6%



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

**Certificated (Non-management) - Other**

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

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

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

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

Data must be entered for all years.

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

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

No

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

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

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

Negotiations Settled

- 2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:
- 2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?  
If Yes, date of Superintendent and CBO certification:
- 3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

--

4. Period covered by the agreement: Begin Date: 



 End Date:

5. Salary settlement: 



 Budget Year (2022-23) 



 1st Subsequent Year (2023-24) 



 2nd Subsequent Year (2024-25)

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

**One Year Agreement**

Total cost of salary settlement 











  
% change in salary schedule from prior year

or

**Multiyear Agreement**

Total cost of salary settlement 











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

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

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Negotiations Not Settled

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

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

7. Amount included for any tentative salary schedule increases

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

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

1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	563,086	586,769	611,637
3. Percent of H&W cost paid by employer	85.1%	81.7%	78.4%
4. Percent projected change in H&W cost over prior year		4.2%	4.2%

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

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

No		
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If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

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**Classified (Non-management) Step and Column Adjustments**

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

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

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

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

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

**Classified (Non-management) - Other**

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

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

**Management/Supervisor/Confidential**

**Salary and Benefit Negotiations**

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

No

If Yes, complete question 2.

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

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

Negotiations Settled

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

Negotiations Not Settled

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

**Management/Supervisor/Confidential**

**Health and Welfare (H&W) Benefits**

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

**Management/Supervisor/Confidential**

**Step and Column Adjustments**

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

**Management/Supervisor/Confidential**

**Other Benefits (mileage, bonuses, etc.)**

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

**S9. Local Control and Accountability Plan (LCAP)**

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

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

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

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

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

**S10. LCAP Expenditures**

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

DATA ENTRY: Click the appropriate Yes or No button.

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

Yes

**ADDITIONAL FISCAL INDICATORS**

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

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

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

**Comments:**  
(optional)

[Empty comment box]

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

**GENERAL LEDGER CHECKS**

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

**Exception**

<b>FUND</b>	<b>RESOURCE</b>	<b>FUNCTION</b>	<b>VALUE</b>
09	0000	7200-7600	(\$623.00)

Explanation: Indirect charge amount needs to be negative.

## 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: 8.8    <i>Approval of the 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Piner-Olivet Union School District</i></b>
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Special Meeting of: June 8, 2022

**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 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

# LCFF Budget Overview for Parents

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

CDS Code: 49708700101253

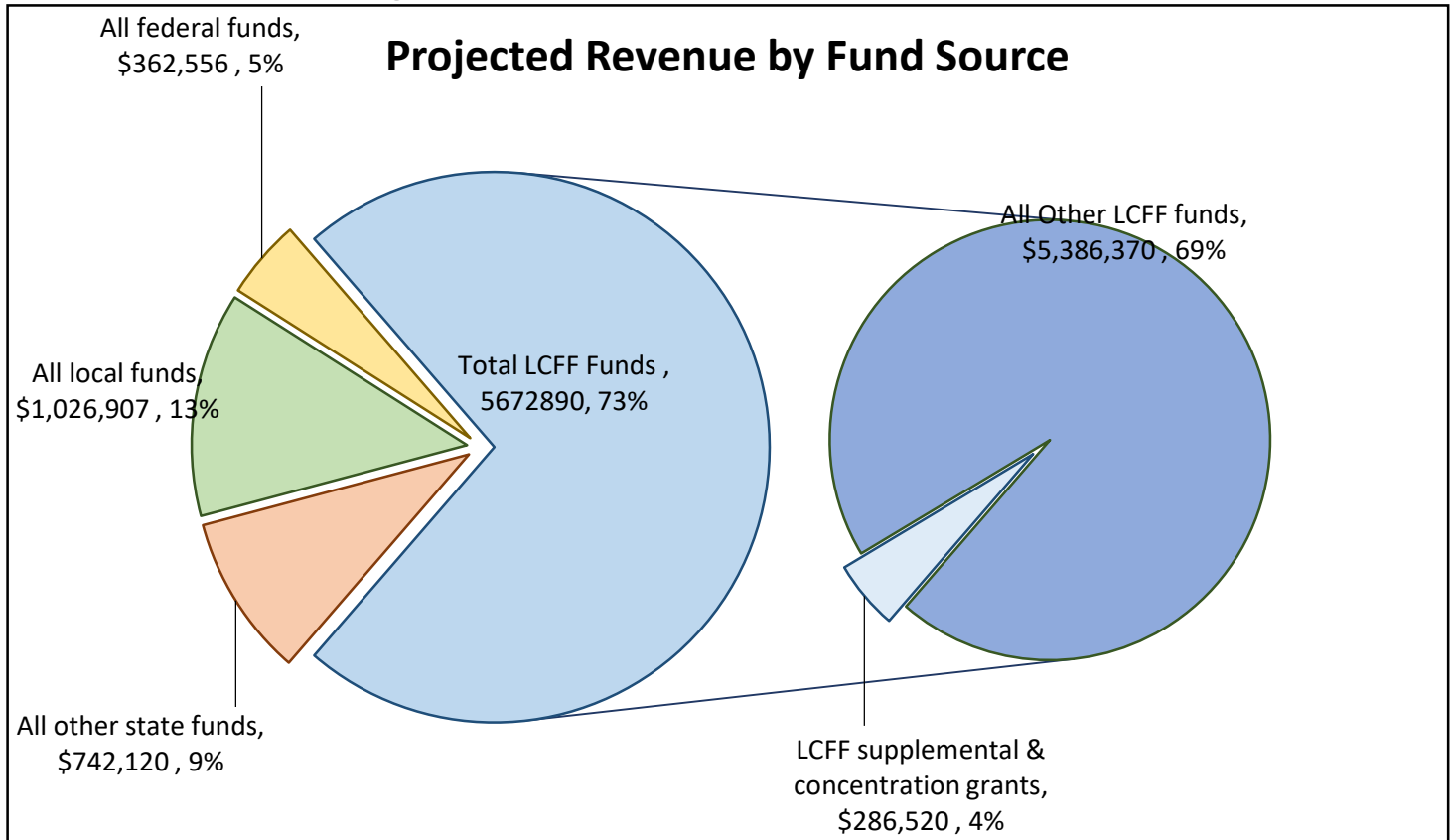
School Year: 2022 – 23

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

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

## Budget Overview for the 2022 – 23 School Year

### Projected Revenue by Fund Source

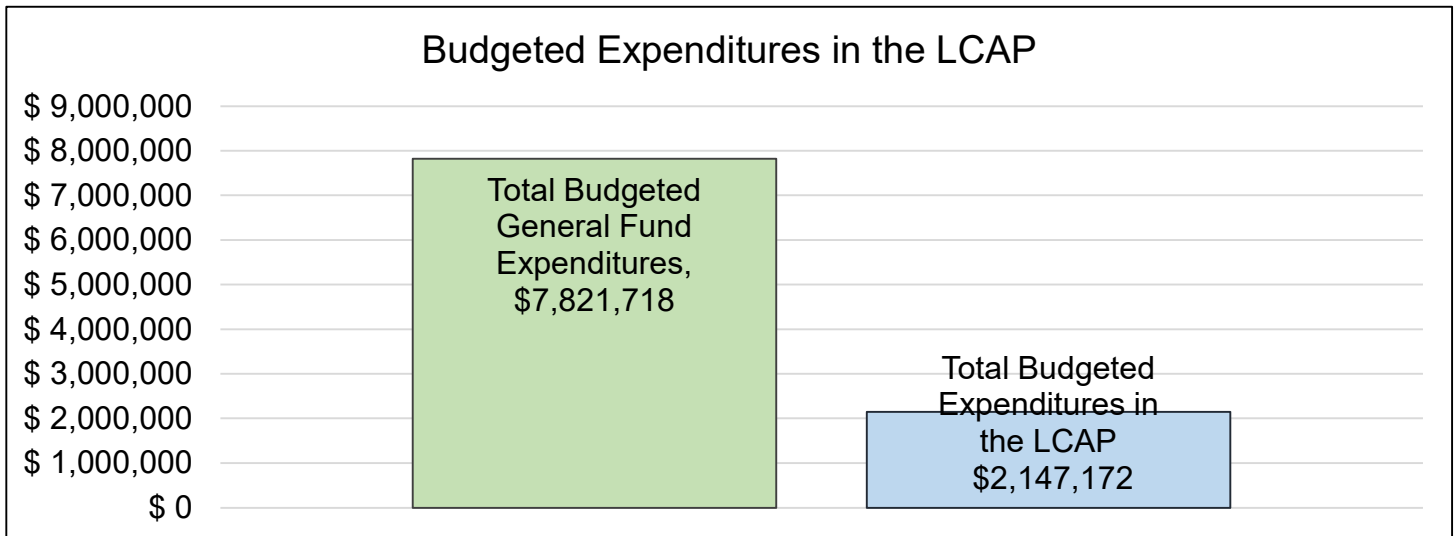


This chart shows the total general purpose revenue Piner-Olivet Union School District expects to receive in the coming year from all sources.

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

# LCFF Budget Overview for Parents

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



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

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

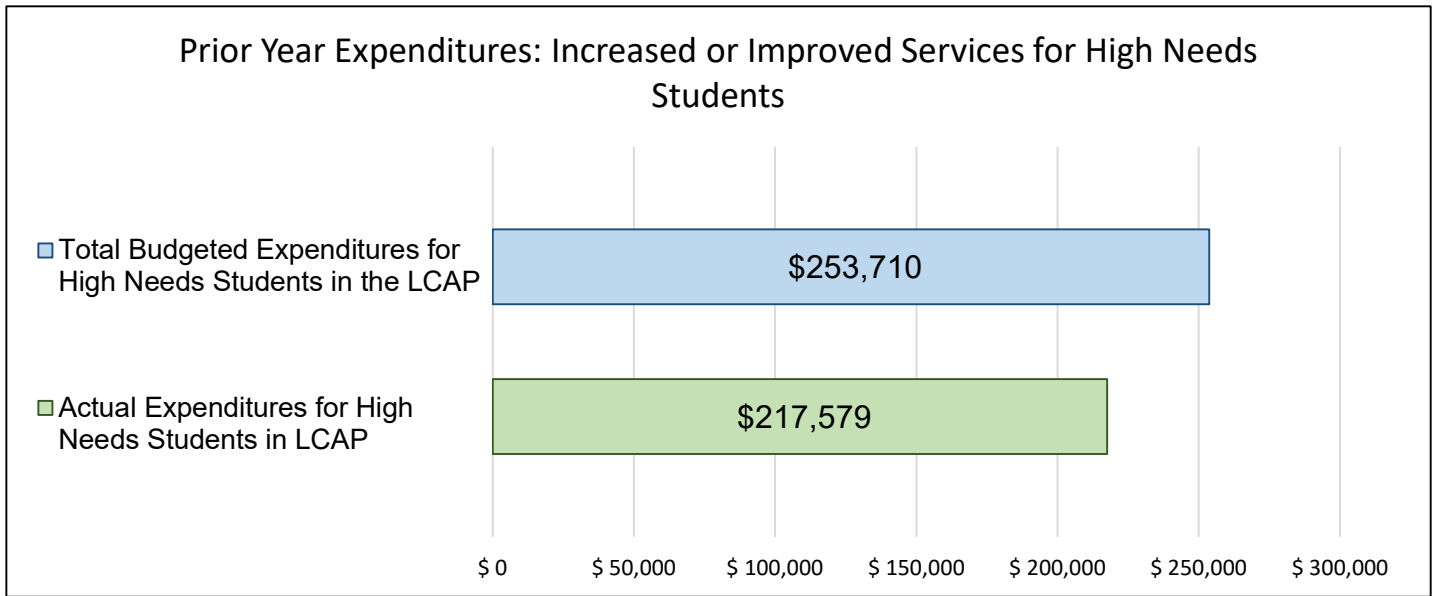
The total expenditures not included in the LCAP amount include such costs as overhead (ie., utilities, maintenance, legal costs, insurance, etc), contributions, and mandatory contributions. Additionally, not all employee costs are included in the LCAP such as District administrators and confidentials.

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

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

# LCFF Budget Overview for Parents

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



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

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

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



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

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

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

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

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

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

Expanded Learning Opportunities (ELO) Grant

ESSER III Funds  
Educator Effectiveness Block Grant

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

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

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

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

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

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

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



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

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

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

Planned Actions:

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

Successes:

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

Challenges:

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

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

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

### ESSER III

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

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

### ELO

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

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

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

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

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

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

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

### EEBG

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

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

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

### Introduction

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

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

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

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

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



# Local Control Accountability Plan

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

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

## Plan Summary [2022-23]

### General Information

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

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

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

## Reflections: Successes

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

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

## Reflections: Identified Need

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

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

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

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

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

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

## LCAP Highlights

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

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

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

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

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

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

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

# Comprehensive Support and Improvement

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

## ***Schools Identified***

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

N/A

## ***Support for Identified Schools***

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

N/A

## ***Monitoring and Evaluating Effectiveness***

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

N/A

# Engaging Educational Partners

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

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

\*items above are required by CA Education Code 52062

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



A summary of the feedback provided by specific educational partners.

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

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

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

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

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

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Classroom Environment & Culture	<p>Provide each student with a highly qualified teaching staff to support learning and positive school climate/culture:</p> <ul style="list-style-type: none"> <li>• Highly Qualified Principal</li> <li>• Special Ed Teachers for RSP ( 2 FTE for District K-12 program)</li> <li>• Special Ed Teacher for SDC ( 1 FTE for District K-6 program)</li> <li>• RSP assistant</li> <li>• Specialized Assistants ( SDC )</li> <li>• Speech &amp; Language Specialists (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> </ul>	\$1,625,655.00	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>		
1.2	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 (Pos #475 &amp; 452) &amp; TK IA to support unduplicated pupils (Pos #476)</li> <li>• ELD Assistant (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. Read Naturally, SIPPS, National Geographic)</li> <li>• TK Program Assistant to support TK program and unduplicated pupils .75 FTE</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> </ul>	\$94,310.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <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>		
1.3	Dynamic Learning Experiences	<p>Engage all students in dynamic learning experiences that align with state standards and embrace competencies such as critical thinking and problem-solving that carry into other domains of life:</p> <ul style="list-style-type: none"> <li>• Music teacher ( 1 FTE shared between 3 K-6 sites)</li> <li>• Summer School - Teacher hourly rate</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> </ul>	\$66,255.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <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>		
1.4	Curriculum and Pedagogy	<ul style="list-style-type: none"> <li>• Consulting contracts to support professional development and pedagogy implementation (ex. Fountas and Pinnell)</li> <li>• Utilized curriculum such as Mystery Science and other educational software 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> <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> </ul>	\$68,541.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <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>		
1.5	Assessment for Student Learning	<p>Assessment cycles are continually utilized by educators and students to ensure learning activities lead to student success. Teachers use assessment results to modify curriculum and learning activities to address student needs.</p> <ul style="list-style-type: none"> <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> </ul>	\$35,745.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <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 (ex. Freckle, Lexia)</li> <li>• Teachers will participate in 1:1 meetings on Student Assessment Team Meetings (Site Based) to review EL data to inform instruction and provide goals for students.</li> <li>• Administer ELPAC assessment to assess ELD Levels</li> </ul>		
1.6	Professional Learning	<p>Provide professional development workshops for teachers, classified instructional support staff, and principals to better support EL students.</p> <ul style="list-style-type: none"> <li>• Staff will be provided with professional development opportunities to attend conferences and workshops such as Carnegie Math Onsite Academy/Workshop.</li> <li>• Director of Innovative Learning (.5 FTE) will train staff on EL strategies</li> <li>• Restorative Practices Training</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>	\$49,591.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Integrate professional development focused on virtual platforms, software, pedagogy, and curriculum within fluid learning environments.</p> <ul style="list-style-type: none"> <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>		
1.7	Leadership Development	<p>Support leaders in building student-focused, growth- oriented, trust-based cultures where innovation and learning flourish.</p> <ul style="list-style-type: none"> <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> </ul>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <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>		
1.8	Family & Community Engagement	<p>Create opportunities to participate in a productive and ongoing, multi-directional dialogue to enhance home-school understanding, and support students' accessing future-forward education.</p> <ul style="list-style-type: none"> <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> <li>• Provide frequent and clear communication between the school and the broader school community using Weebly Pro.</li> </ul>	\$320.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

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

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

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Whole Child Nurturance	<p>Provide comprehensive student-centered programs that recognize each student’s inherent value, meet the wellness needs of students, and infuse social-emotional learning opportunities into daily experiences</p> <ul style="list-style-type: none"> <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 and Toolbox.</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-income students as needed. Provide Restorative Practices and Toolbox Consumable materials.</p>	\$33,378.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.2</b>	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>	\$0.00	No
<b>2.3</b>	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>	\$0.00	No
<b>2.4</b>	Safe Environment	Support leaders, staff, families, and students in establishing and maintaining a physically safe environment.	\$58,376.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <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>		
2.5				

## Goal Analysis [2021-22]

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

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

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

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

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

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



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

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

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

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

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

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

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

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Partnerships	<p>Enhance learning opportunities for students through community partnerships to learn about their world and serve as active participants in their community:</p> <p>*Transportation will be provided for students during off-Campus community learning events (field trip transportation) (based on \$25x251ADA).</p> <p>*6th grade students will participate in Science Outdoor Education (based on \$180/6th grade students &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> </ul>	\$14,775.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Leverage community partnerships (e.g. Sonoma County Office of Education) to create stronger school:career connections.</li> </ul>		
3.2	After School Engagement	<p>Offer engaging and age appropriate enrichment opportunities outside of regular school hours:</p> <ul style="list-style-type: none"> <li>Provide supplies/materials for After school programs</li> <li>Provide an after school Homework Club using an instructional assistant (Pos #463).</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>	\$12,860.00	Yes
3.3	Technology	<ul style="list-style-type: none"> <li>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.</li> <li>Build and maintain technology infrastructure that is reliable and meets the demands of 21st Century technology.</li> <li>Develop a sustained and reliable website presence</li> <li>Provide technology training for teachers and classified staff on 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> </ul>	\$31,001.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	School Culture	<p>Co-create a culture of open-hearted and open-minded listening that generates a compassionate and courageous community oriented toward collective action and shared responsibility. Build trust through transparency and honesty.</p> <ul style="list-style-type: none"> <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> <ul style="list-style-type: none"> <li>• Utilize Youth Truth Surveys to elicit parents, and students' feedback and input.</li> <li>• Outreach worker will support with parent education</li> <li>• Contracted nurse through SCOE</li> </ul>	\$56,365.00	Yes
3.5				

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

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

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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

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

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

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

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



# Goals and Actions

## Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

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

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

## Required Percentage to Increase or Improve Services for the LCAP Year

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

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

## Required Descriptions

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

### PRINCIPALLY DIRECTED TO SERVE ENGLISH LEARNERS

#### Needs, Conditions, Circumstances:

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

#### Actions

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

#### Expected Outcomes

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

#### PRINCIPALLY DIRECTED TO SERVE LOW-INCOME AND FOSTER YOUTH STUDENTS

#### Needs, Conditions, Circumstances:

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

#### Actions

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

#### Expected Outcomes

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

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

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

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

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

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

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

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

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

## 2022-23 Total Expenditures Table

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

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

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



**2022-23 Contributing Actions Table**

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

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

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

## 2021-22 Annual Update Table

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

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

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

**2021-22 Contributing Actions Annual Update Table**

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

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

**2021-22 LCFF Carryover Table**

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

## Agenda Item Summary

<b>Action Item: 8.9    <i>Approval of the 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Olivet Elementary Charter School</i></b>
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Special Meeting of: June 22, 2022	<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 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

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Olivet Charter School

CDS Code: 49708706066344

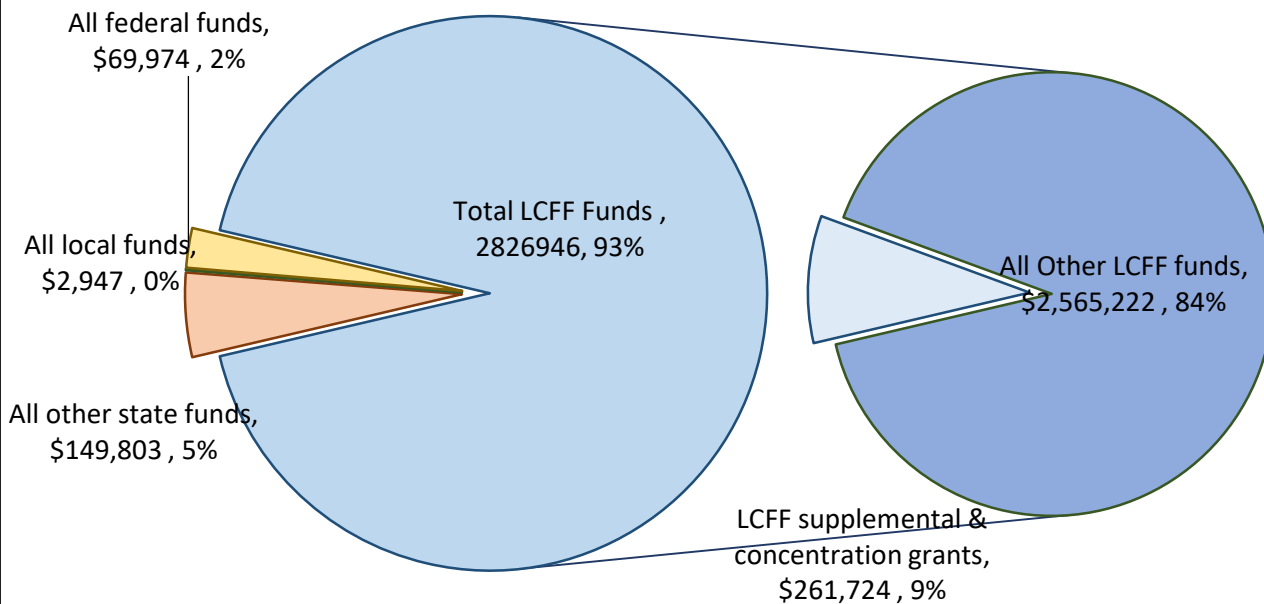
School Year: 2022 – 23

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

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

## Budget Overview for the 2022 – 23 School Year

### Projected Revenue by Fund Source



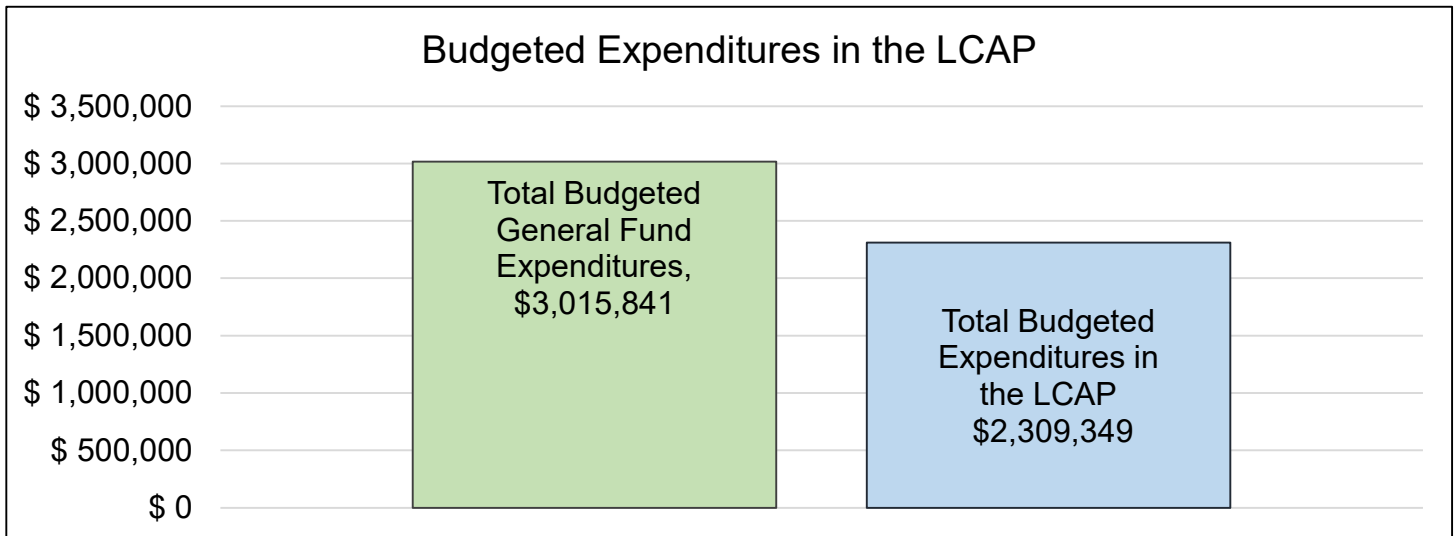
This chart shows the total general purpose revenue Olivet Charter School expects to receive in the coming year from all sources.

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



# LCFF Budget Overview for Parents

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



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

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

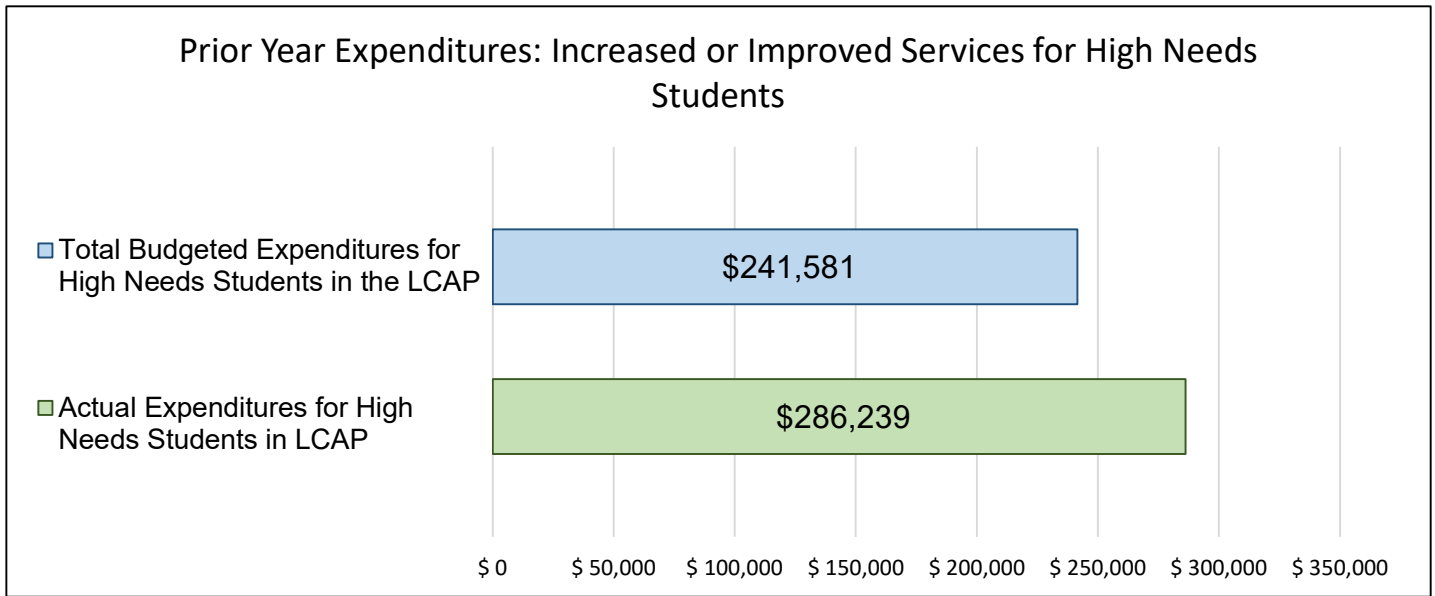
The total expenditures not included in the LCAP amount include such costs as overhead (i.e, utilities, maintenance, legal costs, insurance, etc.) contributions, and mandatory contributions.

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

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

# LCFF Budget Overview for Parents

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



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

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



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

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

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

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

POUSD School District created a comprehensive engagement process which solicited input from all educational partners in a variety of meaningful ways such as School Site Council and Parent Teacher Organization. Here is a link to all of our plans that outline the engagement process:

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

Expanded Learning Opportunities (ELO) Grant  
 ESSER III Funds  
 Educator Effectiveness Block Grant

In addition, here is a timeline of our partner engagement process which included the following:  
 Design Team Work for POUSD’s Strategic Plan (2018-2019), (2019-2020)  
 Admin Team Committee for bridging Strategic Plan to LCAP (2019-2020)

POUSD's Strategic Plan/LCAP Overview and Input Staff Meeting (April 2021)  
LCAP/Learning Recovery Committee (May 2021)  
Implementation of Next Steps (2021-2022)  
Board Presentation: Learning Recovery Update and Input (November 2021)

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

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

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

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

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

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

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

Planned Actions:

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

Successes:

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

Challenges:

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

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

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

### ESSER III

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

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

### ELO

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

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

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

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

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

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

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

### EEBG

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



## Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Olivet Charter Elementary School	Anna Moore Principal	amoore@pousd.org 7075223045

## Plan Summary [2022-23]

### General Information

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

The school motto of Olivet Elementary Carter is "Small School, Big Heart". Our district vision is: Inspiring joyful and innovative learning in an ever-changing world. Our district mission is "As a community, we engage in authentic, dynamic, and relevant learning that develops each student's academic, emotional, and social growth." There are 337 students currently enrolled at our school. Twenty-three percent of our students are English Learners and 42% of our students are socioeconomically disadvantaged. Olivet Charter School and Piner-Olivet Union School District (POUSD) were seriously impacted by the Northern California wildfires in 2017. The Tubbs Fire destroyed over 5,500 structures and Coffey Park, a neighborhood directly across the street from our district office (one of the most densely populated areas in Santa Rosa affected by the fire). About 1,500 homes were destroyed in the small neighborhood. Many of our students and staff were directly impacted by the fires. Since then we have had Air Quality closure days where we had to close schools, PG&E power shut off days where we have had to close schools, flooding in the near by Russian River (Feb 2019), Kincade Fire (Oct 2019) that devastated a close by community to our north, COVID-19 pandemic (March 2020-ongoing) that resulted in the closure of schools and transition to distance learning and then a transition to hybrid learning, Walbridge Fire (Aug 2020) that impacted another close by community to our north, and Glass Fire (Sept 2020) that devastated a close by community to our east. Our community has been greatly impacted and social-emotional support continues to be a top priority for our district.

## Reflections: Successes

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

On the 2019 CA Dashboard, the state indicators for which overall performance was in the “Blue” or “Green” performance category were: Suspension Rate was green for the following subgroups: All Students maintained less than 1%; Hispanic, decreased 0.7%; Socio-economically disadvantaged students decreased by 1% (blue performance level). English Language Arts was "blue" for the following subgroups: All local indicators on the 2019 CA Dashboard "met" the standard. There is no data on the CA Dashboard for 2020 or 2021.

## Reflections: Identified Need

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

On the 2019 CA Dashboard, the state indicators for which overall performance was in the “Red” or “Orange” performance category were: Orange Performance Color for Chronic Absenteeism Rate: All Students: increased 2% to 13.5%. There were no indicators at the Red Performance Color. These data points were pre-COVID and are not able to be compared for 2019-2020 and the 2020-2021 school year. We anticipate a decrease in chronic absenteeism rate as students come back to school in-person 5 days a week after not being able to be in-person for over a year. There is no data on the CA Dashboard for 2020 or 2021.

To improve each of the areas above we believe all of new LCAP Goals will help to fully engage our learners:

- LCAP Goal 1: Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement.
- LCAP Goal 2: Support the social-emotional and physical well-being of all and recognize each person’s inherent value.
- LCAP Goal 3: Strengthen our community by embracing change and cultivating a growth mindset.

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

## LCAP Highlights

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

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

- Classroom Environment & Culture
- Student Engagement



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

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

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

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

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

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

N/A

### ***Support for Identified Schools***

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

N/A

## ***Monitoring and Evaluating Effectiveness***

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

N/A

# Engaging Educational Partners

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

- The Director of Innovative Learning presented the LCAP to the District English Language Advisory Committee (DELAC) for review and comments in May 2022.
- The principal presented the LCAP to School Site Council (SSC) for review and comments on April 18th, 2022.
- The superintendent presented the LCAP to the Parent Advisory Committee (known as PTO) for review and comment in May 2021, the superintendent then responded, in writing, to comments received from the parent advisory committee
- The superintendent presented the LCAP to the English Learner Parent Advisory Committee for review and comment in May 2021, the superintendent then responded, in writing, to comments received from the English Learner Parent Advisory Committee
- The superintendent notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP using the most efficient method of notification possible (does not need to be printed or mailed)
- School Plans: N/A the LCAP serves as the School Plan as it is a single school LEA.
- The superintendent consulted with its special education local plan area administrator in May 2021 to determine that specific actions for individuals with exceptional needs are included and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs.
- The governing board held one public hearing (June 2, 2021) to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan was available for public inspection. The public hearing was held at the same meeting as the public hearing for Budget Adoption)
- The governing board adopted the LCAP in a public meeting (June 16, 2021). This meeting was held after, but not on the same day as, the public hearing. This meeting was the same meeting that the governing board adopted a budget.

\*items above are required by CA Education Code 52062

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

A summary of the feedback provided by specific educational partners.

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

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

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA Academic Indicator	Utilization of 2021--22 STAR results to establish each student's (K-10) baseline achievement levels	STAR Results for ELA: K: 44% 1: 38% 2: 39% 3: 59% 4: 31% 5: 38% 6: 32%			Each student achieving + 50% STAR grade-level equivalency each school year
Math Academic Indicator	Utilization of 2021--22 STAR results to establish each student's (K-10)	Math Results for ELA: K: N/A 1: N/A 2: 27%			Each student achieving + 50% STAR grade-level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	baseline achievement levels	3: 48% 4: 34% 5: 39% 6: 45%			equivalency each school year
EL Progress (CA Dashboard)	Status: 61% Progress Level: High	N/A- No CA Dashboard Data in 2022			Achieve 5% growth by the end of Year 2
Reclassification Rate	0 students	0 out of 65 English Language Learners were reclassified			100% of Level 4 students will be RFEF'd within 3 years.
Standards Aligned Materials % of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100%	100%			Continue to reach 100% rate for student access to standards aligned materials
Facilities in Good Repair (FIT Report)	100%	77% on FIT Report			Work to reach 100% rate for FIT rating
# of Williams Complaints	0	0			Continue to reach 0 Williams Complaints
# instances where facilities do not meet the "good repair" standard	100%	77% on FIT Report			Work to reach 100% rate for FIT rating
Broad Course of Study	100%	100%			Continue to reach 100% benchmark

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Misassignment of teachers	0%	0%			Continue to have 0 misassignment of teachers

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Classroom Environment & Culture	<p>Provide each student with a highly qualified teaching staff to support learning and positive school climate/culture:</p> <ul style="list-style-type: none"> <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>	\$1,660,914.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Student Engagement	<p>Address the needs of English learners and socioeconomically disadvantaged students by providing:</p> <ul style="list-style-type: none"> <li>• Intervention materials/supplies (i.e. Read Naturally, SIPPS, National Geographic Materials)</li> <li>• ELD Assistant (Pos #396 &amp; #398) and Instructional Assistants (Pos #460, 407, 439, 415, 409 - TK IA)</li> <li>• Highly Qualified Teachers</li> <li>• TK Program Assistant to support our TK program and unduplicated pupils</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>	\$202,690.00	Yes
1.3	Dynamic Learning Experiences	<p>Engage all students in dynamic learning experiences that align with state standards and embrace competencies such as critical thinking and problem-solving that carry into other domains of life:</p> <ul style="list-style-type: none"> <li>• Music teacher ( 1 FTE shared between 3 K-6 sites/.25 FTE)</li> </ul>	\$53,005.00	No



Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Carnegie Math curriculum</li> <li>• Number Corner/Bridges 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>		
1.4	Curriculum and Pedagogy	<ul style="list-style-type: none"> <li>• Consulting Services to support EL instruction (F and P consulting)</li> <li>• Computer software programs such as Mystery Science and Lexia</li> <li>• Technology Integration coach ( 1 FTE shared by 3 K-6 schools) to support EL strategies</li> </ul>	\$72,920.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Adopt and integrate research-based curriculum and pedagogy that are tied to California State Standards and Framework which supports high student achievement and engagement.</p> <ul style="list-style-type: none"> <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
1.5	Assessment for Student Learning	<p>Assessment cycles are continually utilized by educators and students to ensure learning activities lead to student success. Teachers use assessment results to modify curriculum and learning activities to address student needs.</p> <ul style="list-style-type: none"> <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</li> <li>• Administer ELPAC assessment to assess ELD level</li> </ul>	\$2,765.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Professional Learning	<p>Provide professional development workshops for teachers, classified instructional support staff, and principals to better support EL students.</p> <ul style="list-style-type: none"> <li>• -Teachers will participate in 1:1 meetings on Student Assessment Team Meetings (Site Based) to review EL data to inform instruction and provide goals for students.</li> <li>• Director of Innovative Learning (.5 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>• Consulting services to support staff professional development</li> <li>• Provide administrators with materials to support prof development</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> </ul>	\$43,662.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <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>		
1.7	Leadership Development	<p>Support leaders in building student-focused, growth- oriented, trust-based cultures where innovation and learning flourish.</p> <ul style="list-style-type: none"> <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>		
1.8	Family & Community Engagement	<p>Create opportunities to participate in a productive and ongoing, multi-directional dialogue to enhance home-school understanding, and support students’ accessing future-forward education.</p>	\$300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <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>		

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	1st 6 months of 2021-2022 school year: 94%	Aug. 2021- May. 2022: 97.5%			Achieve an attendance rate of 98%+
Chronic Absenteeism Rate	2019: 13.5%	Unavailable: NO CA Dashboard update in 2021			Achieve Chronic Absenteeism rate of 10%
Suspension Rate	2019: 0.9%	Unavailable: NO CA Dashboard update in 2021			Decline by at least 0.3%
Expulsion Rate	0%	0%			Maintain a 0% Expulsion Rate
% feel school is welcoming and friendly	My Voice Survey- 69%	My school creates a friendly environment: 85% (Youth Truth			<1% result on subsequent surveys



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Survey Results- parent results)			

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Whole Child Nurturance	<p>Provide comprehensive student-centered programs that recognize each student’s inherent value, meet the wellness needs of students, and infuse social-emotional learning opportunities into daily experiences</p> <ul style="list-style-type: none"> <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 and Toolbox.</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-income students as needed. Provide Restorative Practices and Toolbox Consumable materials.</p>	\$25,037.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Lifelong Wellness	<p>Provide opportunities and experiences for staff to understand and support their own and each other's social, emotional, and physical wellness.</p> <ul style="list-style-type: none"> <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
2.3	Tools for Families	<p>Enhance educational opportunities for all families by providing them with tools and strategies for addressing their student's emotional, social, and physical needs.</p> <ul style="list-style-type: none"> <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
2.4	Safe Environment	<p>Support leaders, staff, families, and students in establishing and maintaining a physically safe environment.</p> <ul style="list-style-type: none"> <li>• Cultivate a mindset of shared responsibility for school safety among all stakeholders.</li> </ul>	\$219,264.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <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. Yard Duty Supervisors and Bus Duty Supervisors will supervise students during non-instructional time to ensure school safety.</p>		

## Goal Analysis [2021-22]

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

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

This goal was carried out by beginning to implement the 3 year LCAP cycle such as working towards equity minded, using SEL curriculum and maintaining a safe environment through our supervision and custodial/maintenance staff. There were no substantive differences in the planned actions and actual implementation of the actions.

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

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

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

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

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

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

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement (Local Indicator)	"Met" (see local indicators for detailed report)	Baseline: Youth Truth Survey: 44% Family Engagement			Exceed 50% rating on survey for % of students who are engaged with the school community
% of staff who feel like a valued member of school community	Baseline: Youth Truth Survey: 89% Students Engagement	Baseline: Youth Truth Survey: 89% Students Engagement			Exceed 89% rating on survey for % of students who are engaged with the school community
% of staff who feel PD is important to educational growth	Baseline: Youth Truth Survey: 53% Students Belonging	Baseline: Youth Truth Survey: 53% Students Belonging			Exceed 53% rating on survey for % of students who feel belonging in their school community

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of staff work in a collaborative manner	Baseline: Youth Truth Survey: 95% Staff Engaged	Baseline: Youth Truth Survey: 95% Staff Engaged			Exceed 95% rating on survey for % of staff who are engaged with the school community
% of students have access to a technology device	100%	100%			Maintain 100% regarding % of students have access to a technology device

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Partnerships	<p>Enhance learning opportunities for students through community partnerships to learn about their world and serve as active participants in their community:</p> <ul style="list-style-type: none"> <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> </ul>	\$12,400.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <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>		
<b>3.2</b>	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>• Provide supplies and materials for After-school programs.</li> <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>	\$2,839.00	Yes
<b>3.3</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> </ul>		No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <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>		
3.4	School Culture	<p>Co-create a culture of open-hearted and open-minded listening that generates a compassionate and courageous community oriented toward collective action and shared responsibility.</p> <p>Build trust through transparency and honesty.</p> <ul style="list-style-type: none"> <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 Youth Truth Surveys to elicit parents, and students' feedback and input.</p> <p>Outreach worker (Pos # 299 - .6 FTE &amp; #404 - .2 FTE) will support with parent education.</p> <p>Nurse Contract through SCOE</p>	\$13,553.00	Yes



Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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

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

This goal was carried out by beginning to implement the 3 year LCAP cycle such as improving our district and all school site websites, purchasing multiple software licenses to aid in student learning and conducting the Youth Truth Survey. There were no substantive differences in the planned actions and actual implementation of the actions except all field trips and 6th grade camps were on hold due to COVID-19 till the Spring of 2022.

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

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

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

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

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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

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

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

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

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
261724	0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.20%	0.00%	\$0.00	10.20%

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

## Required Descriptions

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

### PRINCIPALLY DIRECTED TO SERVE ENGLISH LEARNERS

Needs, Conditions, Circumstances: (no CA Dashboard Data available for 2020 or 2021)

- 23% of our school community are English Language Learners (78 students)
- 84% of the English Learners have a primary language of Spanish.
- 53% of English Learners are making progress towards English Language Proficiency according to the CA 2019 Dashboard.
- 2 out of 78 English Learners were considered LTEL (Long Term English Learner) in 2019-2020.
- We reclassified (RFEP's) 8 students in 2020-2021 and 0 in 2021-2022.
- On the 2019 CA Dashboard for ELA Academic Indicator, English Learners increased 23 points.
- On the 2019 CA Dashboard for Mathematics Indicator, English Learners increased 14 points.
- On the 2019 CA Dashboard for Chronic Absenteeism, English Learners decreased by 0.7%
- We want to increase the educational outcomes and opportunities of our English Learners

Actions

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

#### Expected Outcomes

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

#### PRINCIPALLY DIRECTED TO SERVE LOW-INCOME AND FOSTER YOUTH STUDENTS

Needs, Conditions, Circumstances: (no CA Dashboard Data available for 2020 or 2021)

- The demographics of our school community are: 42% low-income (142 students), 0% Foster Youth (0 students)
- On the 2019 CA Dashboard for ELA Academic Indicator, low income students increased 24 points.
- On the 2019 CA Dashboard for Mathematics Indicator, low income students increased 28 points.
- On the 2019 CA Dashboard for Suspension Rate, low-income students decreased by 1% (0.6% of low-income students were suspended)
- On the 2019 CA Dashboard for Chronic Absenteeism, low-income students had a 16.5% chronically absent rate (and increased by 0.9%)
- Low-income students were disproportionately impacted by COVID-19
- Low-income students have additional needs related to health and wellness, nutrition, social-emotional wellbeing, and academic support.

#### Actions

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

## Expected Outcomes

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

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

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

The services for foster youth, low-income and EL students has increased in quality as demonstrated by the following data points:

On the 2019 CA Dashboard: (no CA Dashboard Data available for 2020 or 2021)

- 53% of English learners are making progress towards English Language Proficiency (which is considered "Medium" and above the state average of 48%)
- We reclassified 8 students last year and 0 students this year.
- On the 2019 CA Dashboard for ELA Academic Indicator, low income students increased 24 points.
- On the 2019 CA Dashboard for Mathematics Indicator, low income students increased 28 points.
- On the 2019 CA Dashboard for ELA Academic Indicator, English Learners increased 23 points.
- On the 2019 CA Dashboard for Mathematics Indicator, English Learners increased 14 points.

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

N/A



<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:88	n/a
Staff-to-student ratio of certificated staff providing direct services to students	1:23	n/a

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,256,344.00	\$53,005.00			\$2,309,349.00	\$2,238,071.00	\$71,278.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Classroom Environment & Culture	All	\$1,660,914.00				\$1,660,914.00
1	1.2	Student Engagement	English Learners	\$202,690.00				\$202,690.00
1	1.3	Dynamic Learning Experiences	All		\$53,005.00			\$53,005.00
1	1.4	Curriculum and Pedagogy	English Learners	\$72,920.00				\$72,920.00
1	1.5	Assessment for Student Learning	English Learners Foster Youth Low Income	\$2,765.00				\$2,765.00
1	1.6	Professional Learning	English Learners Low Income	\$43,662.00				\$43,662.00
1	1.7	Leadership Development						
1	1.8	Family & Community Engagement	English Learners Foster Youth Low Income	\$300.00				\$300.00
2	2.1	Whole Child Nurturance	Foster Youth Low Income	\$25,037.00				\$25,037.00
2	2.2	Lifelong Wellness	All					
2	2.3	Tools for Families	All					
2	2.4	Safe Environment	All	\$219,264.00				\$219,264.00
3	3.1	Community Partnerships	All	\$12,400.00				\$12,400.00
3	3.2	After School Engagement	Foster Youth Low Income	\$2,839.00				\$2,839.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.3	Technology	All					
3	3.4	School Culture	English Learners Foster Youth Low Income	\$13,553.00				\$13,553.00

## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2565222	261724	10.20%	0.00%	10.20%	\$363,766.00	0.00%	14.18 %	<b>Total:</b>	\$363,766.00
								<b>LEA-wide Total:</b>	\$363,766.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Student Engagement	Yes	LEA-wide	English Learners	All Schools	\$202,690.00	
1	1.4	Curriculum and Pedagogy	Yes	LEA-wide	English Learners	All Schools	\$72,920.00	
1	1.5	Assessment for Student Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,765.00	
1	1.6	Professional Learning	Yes	LEA-wide	English Learners Low Income	All Schools	\$43,662.00	
1	1.8	Family & Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300.00	
2	2.1	Whole Child Nurturance	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$25,037.00	
3	3.2	After School Engagement	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$2,839.00	
3	3.4	School Culture	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$13,553.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$1,609,947.00	\$2,116,700.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Classroom Environment & Culture	No	\$1,082,315.00	1590461
1	1.2	Student Engagement	Yes	\$104,690.00	144866
1	1.3	Dynamic Learning Experiences	No	\$34,288.00	34189
1	1.4	Curriculum and Pedagogy	Yes	\$51,836.00	63034
1	1.5	Assessment for Student Learning	Yes	\$2,496.00	2482
1	1.6	Professional Learning	Yes	\$60,989.00	39447
1	1.7	Leadership Development			0
1	1.8	Family & Community Engagement	Yes	\$150.00	0
2	2.1	Whole Child Nurturance	Yes	\$11,291.00	22956
2	2.2	Lifelong Wellness	No		0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Tools for Families	No		0
2	2.4	Safe Environment	No	\$228,472.00	205302
3	3.1	Community Partnerships	No	\$12,400.00	0
3	3.2	After School Engagement	Yes	\$6,310.00	161
3	3.3	Technology	No		0
3	3.4	School Culture	Yes	\$14,710.00	13802

**2021-22 Contributing Actions Annual Update Table**

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
237809	\$241,581.00	\$286,239.00	(\$44,658.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Student Engagement	Yes	\$104,690.00	144866	0	0
1	1.4	Curriculum and Pedagogy	Yes	\$51,836.00	63034	0	0
1	1.5	Assessment for Student Learning	Yes	\$2,496.00	2482	0	0
1	1.6	Professional Learning	Yes	\$60,989.00	39447	0	0
1	1.8	Family & Community Engagement	Yes	\$150.00	0	0	0
2	2.1	Whole Child Nurturance	Yes	\$400.00	22956	0	0
3	3.2	After School Engagement	Yes	\$6,310.00	161	0	0
3	3.4	School Culture	Yes	\$14,710.00	13293	0	0



**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2355478	237809	0	10.10%	\$286,239.00	0.00%	12.15%	\$0.00	0.00%

## Agenda Item Summary

<b>Action Item: 8.10 Approval of the 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Schaefer Charter School</b>
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Special Meeting of: June 22, 2022	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 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

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Morrice Schaefer Charter School

CDS Code: 49-70870-61-09144

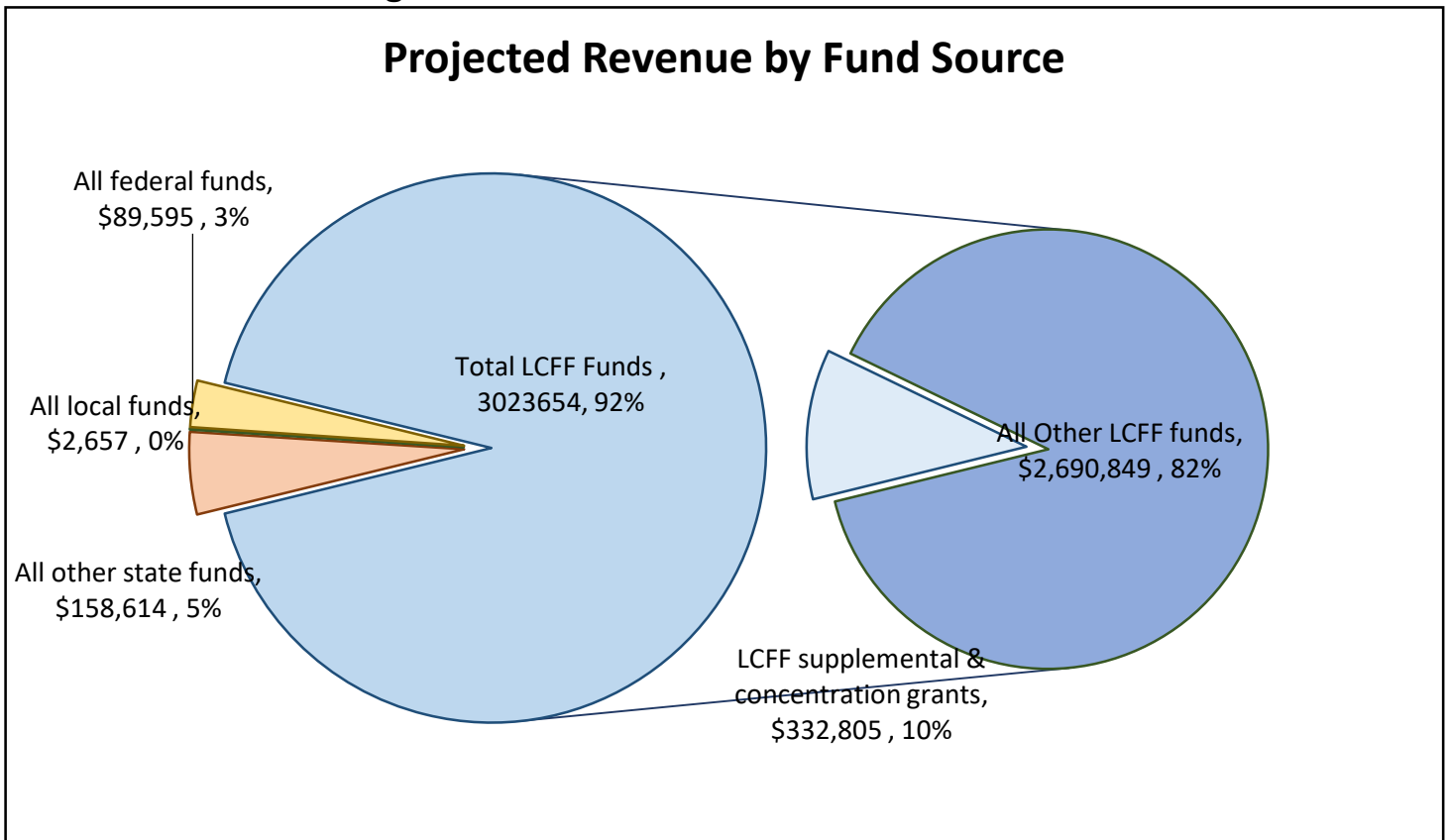
School Year: 2022 – 23

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

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

## Budget Overview for the 2022 – 23 School Year

### Projected Revenue by Fund Source

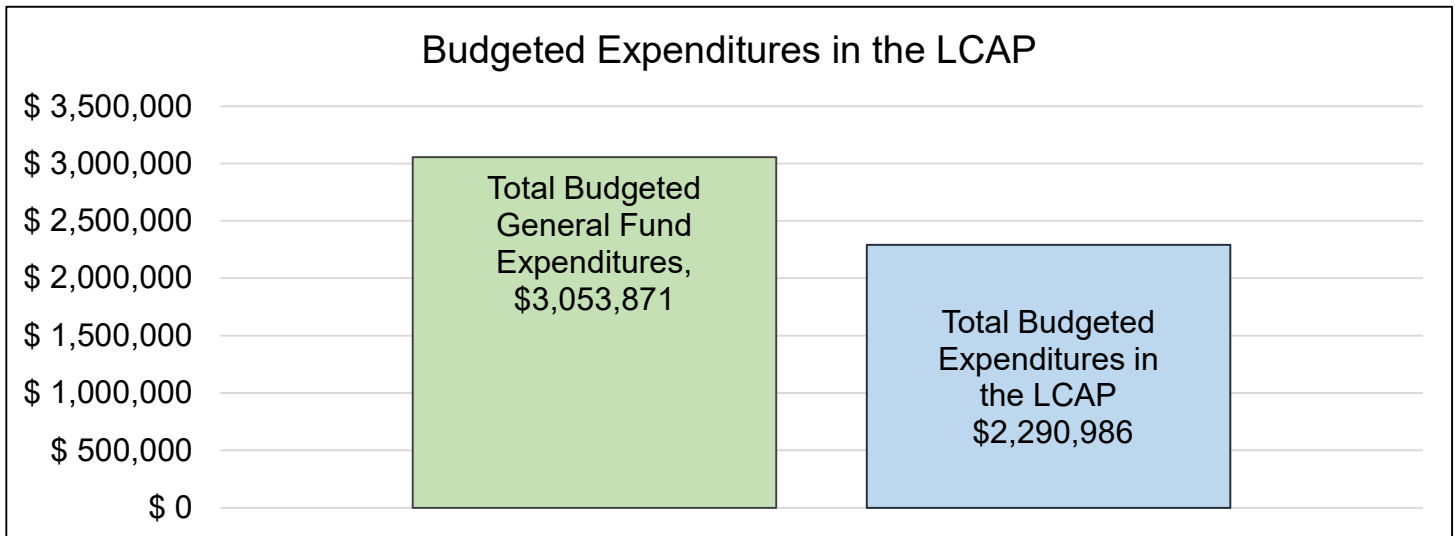


This chart shows the total general purpose revenue Morrice Schaefer Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Morrice Schaefer Charter School is \$3,274,520.00, of which \$3,023,654.00 is Local Control Funding Formula (LCFF), \$158,614.00 is other state funds, \$2,657.00 is local funds, and \$89,595.00 is federal funds. Of the \$3,023,654.00 in LCFF Funds, \$332,805.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Morrice Schaefer Charter School plans to spend \$3,053,871.00 for the 2022 – 23 school year. Of that amount, \$2,290,986.00 is tied to actions/services in the LCAP and \$762,885.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

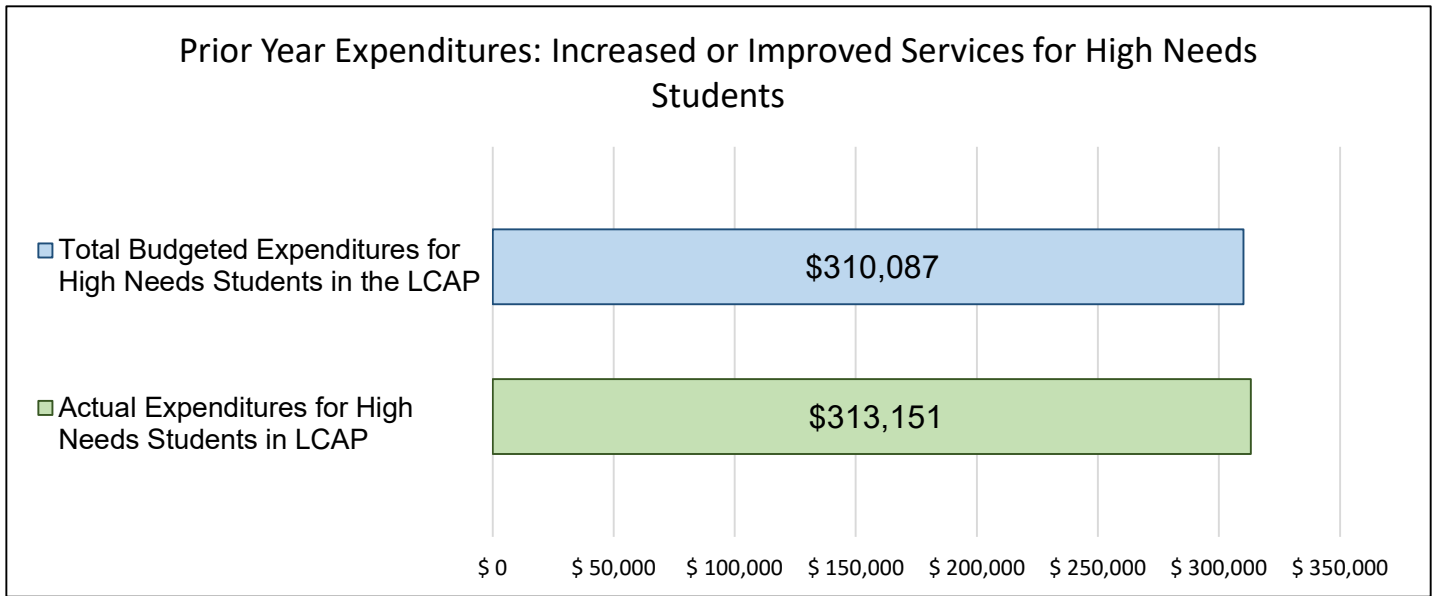
The total expenditures not included in the LCAP amount include such costs as overhead (ie., utilities, maintenance, legal costs, insurance, etc.), contributions, and mandatory contributions.

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

In 2022 – 23, Morrice Schaefer Charter School is projecting it will receive \$332,805.00 based on the enrollment of foster youth, English learner, and low-income students. Morrice Schaefer Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Morrice Schaefer Charter School plans to spend \$381,674.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021 – 22, Morrice Schaefer Charter School's LCAP budgeted \$310,087.00 for planned actions to increase or improve services for high needs students. Morrice Schaefer Charter School actually spent \$313,151.00 for actions to increase or improve services for high needs students in 2021 – 22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Schaefer Elementary School	Kathy Harris Principal	kharris@pousd.org (707) 522-3015

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

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

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

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

Expanded Learning Opportunities (ELO) Grant  
 ESSER III Funds  
 Educator Effectiveness Block Grant

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

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

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

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

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

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

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

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

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

Planned Actions:

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

Successes:

1. Health Screening: Happening
2. Routine Checking: Happening
3. Classroom Environment and Culture: Teachers welcoming
4. Routine Cleaning and Disinfection: Happening
5. Dynamic Learning Experiences: Guided Reading Library and materials accessible
6. Curriculum and Pedagogy: Fountas & Pinnell Classroom (FPC) Benchmark Assessment System (BAS) and STAR Renaissance Reading and Math Testing

Challenges:

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

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

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

ESSER III

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



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

#### ELO

- 1) Extending instructional learning time- After School Tutoring/Intervention//Homework Club; Training provided for paraprofessionals Expanded Learning Opportunities Grant Plan for Piner-Olivet Union School District, which directly support LCAP goal #1.
- 2) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports; Coaching and mentoring to provide effective implementation of district curriculum, which directly support LCAP goal #1.
- 3) Integrated student supports to address other barriers to learning: Differentiated, Responsive Teaching Training for teachers and paraprofessionals to identify and provide targeted support for students. Culturally responsive teaching practices and implicit bias awareness training. SAY SC Counseling Partnership, which directly support LCAP goals #2 and goal #3.
- 4) Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports. After school computer lab open for students and parents to use and receive tech support by a trained support provider. Training provided for paraprofessionals. Afterschool enrichment opportunities such as physical education/sports, art, and music, which directly support LCAP goals #2 and goal #3.
- 5) Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility, which directly support LCAP goals #1.
- 6) Additional academic services for students: Diagnostic, Progress Monitoring, and Benchmark Assessments of student learning, which directly support LCAP goal #1.
- 7) Training for school staff on strategies to engage students and families in addressing students’ social-emotional health and academic needs: Toolbox Professional Development for teachers, paraprofessionals and parents, which supports LCAP goal #2 and #3.

#### EEBG

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

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

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s*

# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Schaefer Elementary School	Kathy Harris Principal	kharris@pousd.org 707-522-3015

## Plan Summary [2022-23]

### General Information

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

Our district vision is: Inspiring joyful and innovative learning in an ever-changing world. Our district mission is "As a community, we engage in authentic, dynamic, and relevant learning that develops each student's academic, emotional, and social growth." Morrice Schaefer Charter School has 357 students currently enrolled at our school. Twenty-six percent of our students are English Learners and 41% of our students are socioeconomically disadvantaged. Morrice Schaefer Charter School and Piner-Olivet Union School District (POUSD) were seriously impacted by the Northern California wildfires in 2017. The Tubbs Fire destroyed over 5,500 structures and Coffey Park, a neighborhood directly across the street from our district office (one of the most densely populated areas in Santa Rosa affected by the fire). About 1,500 homes were destroyed in the small neighborhood. Many of our students and staff were directly impacted by the fires. Since then we have had Air Quality closure days where we had to close schools, PG&E power shut off days where we have had to close schools, flooding in the near by Russian River (Feb 2019), Kincade Fire (Oct 2019) that devastated a close by community to our north, COVID-19 pandemic (March 2020-ongoing) that resulted in the closure of schools and transition to distance learning and then a transition to hybrid learning, Walbridge Fire (Aug 2020) that impacted another close by community to our north, and Glass Fire (Sept 2020) that devastated a close by community to our east. Our community has been greatly impacted and social-emotional support continues to be a top priority for our district.

### Reflections: Successes

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

On the 2019 CA Dashboard, the state indicators for which overall performance was in the "Blue" or "Green" performance category were: Suspension Rate was green for the following subgroups: All Students decreased 0.7%; Socio-economically disadvantaged students decreased by 0.5%; and White students, decreased 0.4%. All local indicators on the 2019 CA Dashboard "met" the standard. The CA Dashboard has been suspended for 2020 and 2021 and will resume in 2022.

## Reflections: Identified Need

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

There were no state indicators on the 2019 CA Dashboard for which overall performance was in the “Red” or “Orange” performance category. There were no local indicators where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. There were no state indicators for which performance for any student group was two or more performance levels below the “all student” performance.

## LCAP Highlights

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

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

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

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

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

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

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

# Comprehensive Support and Improvement

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

## ***Schools Identified***

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

N/A

## ***Support for Identified Schools***

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

N/A

## ***Monitoring and Evaluating Effectiveness***

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

N/A

# Engaging Educational Partners

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

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

\*items above are required by CA Education Code 52062

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

A summary of the feedback provided by specific educational partners.

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

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

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA Academic Indicator	Utilization of 2021--22 STAR results to establish each student's (K-10) baseline achievement levels	STAR Results for ELA: K: 49% 1: 43% 2: 49% 3: 46% 4: 54% 5: 52% 6: 29%			Each student achieving + 50% STAR grade-level equivalency each school year
Math Academic Indicator	Utilization of 2021--22 STAR results to establish each student's (K-10)	STAR Results for Math: K: N/A 1: N/A			Each student achieving + 50% STAR grade-level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	baseline achievement levels	2: 61% 3: 50% 4: 60% 5: 44% 6: 38%			equivalency each school year
EL Progress (CA Dashboard)	Status: 38.9% Progress Level: Low	N/A- No CA Dashboard Data in 2022			Achieve 5% growth by the end of Year 1
Reclassification Rate	0 students	5 out of 104 English Language Learners were reclassified			100% of Level 4 students will be RFEP'd within 3 years.
Standards Aligned Materials % of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100%	100%			Continue to reach 100% rate for student access to standards aligned materials
Facilities in Good Repair (FIT Report)	100%	91%			Work to reach 100% rate for FIT rating
# of Williams Complaints	0	0			Continue to reach 0 Williams Complaints
# instances where facilities do not meet the "good repair" standard	100%	91%			Work to reach 100% rate for FIT rating
Broad Course of Study	100%	100%			Continue to reach 100% benchmark



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Misassignment of teachers	0	0			Continue to have 0 misassignment of teachers

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Classroom Environment & Culture	<p>Provide each student with a highly qualified teaching staff to support learning and positive school climate/culture:</p> <ul style="list-style-type: none"> <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>	\$1,632,391.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Student Engagement	<p>Address the needs of English learner and socioeconomically disadvantaged students by providing:</p> <ul style="list-style-type: none"> <li>• Intervention materials and supplies (i.e. SIPPS, Read Naturally, National Geographic Materials)</li> <li>• ELD Assistant (Pos #396 &amp; #398) &amp; Instructional Assistant (Pos #476) to support unduplicated pupils, especially newcomers</li> <li>• Computer software programs for reading and math</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>	\$234,103.00	Yes
1.3	Dynamic Learning Experiences	<p>Engage all students in dynamic learning experiences that align with state standards and embrace competencies such as critical thinking and problem-solving that carry into other domains of life:</p> <ul style="list-style-type: none"> <li>• Music teacher ( 1 FTE shared between 3 K-6 sites)</li> <li>• Carnegie Math curriculum</li> </ul>	\$46,845.00	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>		
1.4	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 Toolbox and Restorative Practices</li> <li>• Utilized software such as Mystery Science, Lexia, to support EL students</li> <li>• Technology Integration coach ( 1 FTE shared by 3 K-6 schools) will support ELD implementation</li> </ul>	\$60,480.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Adopt and integrate research-based curriculum and pedagogy that are tied to California State Standards and Framework which supports high student achievement and engagement.</p> <ul style="list-style-type: none"> <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
1.5	Assessment for Student Learning	<p>Assessment cycles are continually utilized by educators and students to ensure learning activities lead to student success. Teachers use assessment results to modify curriculum and learning activities to address student needs.</p> <ul style="list-style-type: none"> <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>• Administer ELPAC assessment to assess ELD level.</li> </ul>	\$708.00	Yes
1.6	Professional Learning	<p>Provide professional development workshops for teachers, classified instructional support staff, and principals to better support EL students:</p> <ul style="list-style-type: none"> <li>• Collaboration time to plan ELD instruction, review assessments of student progress, and refine instructional practices.-Carnegie Math Onsite Academy/Workshop</li> <li>• Utilize Consulting services to provide professional development with a focus on ELD strategies in our curriculum (F and P consulting)</li> </ul>	\$40,114.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Ensure every educator is highly effective and ever-developing in their role, and an active member of effective, collaborative teams that engage in future-focused professional learning.</p> <ul style="list-style-type: none"> <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
1.7	Leadership Development	<p>Support leaders in building student-focused, growth-oriented, trust-based cultures where innovation and learning flourish.</p> <ul style="list-style-type: none"> <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
1.8	Family & Community Engagement	<p>Create opportunities to participate in a productive and ongoing, multi-directional dialogue to enhance home-school understanding, and support students' accessing future-forward education.</p> <ul style="list-style-type: none"> <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.

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

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

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

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

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

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

There were no changes at this time made to the planned goal, metrics, desired outcomes, or actions for the coming year besides implementing National Geographic materials to support our English Language Learner students during the next school year.

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



# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	Aug. 2021-Feb. 2022: 94% (1st six months of school)	Aug. 2021- May. 2022: 88.33%			Achieve an attendance rate of 95%+
Chronic Absenteeism Rate	2019: 15.6%	Unavailable: NO CA Dashboard update in 2021			Achieve Chronic Absenteeism rate of 10%-
Suspension Rate	2019: 0.8%	Unavailable: NO CA Dashboard update in 2021			Decline by at least 0.3%
Expulsion Rate	0%	0%			Maintain a 0% Expulsion Rate
% feel school is welcoming and friendly	My Voice Survey Results: N/A	Baseline: My school creates a friendly environment: 63% (Youth Truth Survey			<1% result on subsequent surveys

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Results- parent results)			

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Whole Child Nurturance	<p>Provide comprehensive student-centered programs that recognize each student’s inherent value, meet the wellness needs of students, and infuse social-emotional learning opportunities into daily experiences</p> <ul style="list-style-type: none"> <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 and Toolbox.</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-income students as needed. Provide Restorative Practices and Toolbox Consumable materials.</p>	\$24,686.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Lifelong Wellness	<p>Provide opportunities and experiences for staff to understand and support their own and each other's social, emotional, and physical wellness.</p> <ul style="list-style-type: none"> <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
2.3	Tools for Families	<p>Enhance educational opportunities for all families by providing them with tools and strategies for addressing their student's emotional, social, and physical needs.</p> <ul style="list-style-type: none"> <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
2.4	Safe Environment	<p>Support leaders, staff, families, and students in establishing and maintaining a physically safe environment.</p> <ul style="list-style-type: none"> <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> </ul>	\$213,076.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <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. Yard duty supervisor and Bus Duty supervisors will supervise students during non-instructional time to ensure school safety.</p>		

## Goal Analysis [2021-22]

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

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

This goal was carried out by beginning to implement the 3 year LCAP cycle such as working towards equity minded, using SEL curriculum and maintaining a safe environment through our supervision and custodial/maintenance staff.  
There were no substantive differences in the planned actions and actual implementation of the actions.

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

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

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

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

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

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

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement (Local Indicator)	"Met" (see local indicators for detailed report)				
% of staff who feel like a valued member of school community					
% of staff who feel PD is important to educational growth					
% of staff work in a collaborative manner					
% of students have access to a technology device					

# Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Partnerships	<p>Enhance learning opportunities for students through community partnerships to learn about their world and serve as active participants in their community:</p> <ul style="list-style-type: none"> <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
3.2	After School Engagement	<p>Offer engaging and age appropriate enrichment opportunities outside of regular school hours:</p> <ul style="list-style-type: none"> <li>• Provide supplies for After-school programs</li> </ul>	\$5,170.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Provide teachers with extra hours to implement after school activities.</li>   <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>		
3.3	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.</p>		No



Action #	Title	Description	Total Funds	Contributing
		Outreach worker will with support parent education.		
3.4	School Culture	<p>Co-create a culture of open-hearted and open-minded listening that generates a compassionate and courageous community oriented toward collective action and shared responsibility.</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>	\$16,263.00	Yes

## Goal Analysis [2021-22]

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

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

This goal was carried out by beginning to implement the 3 year LCAP cycle such as improving our district and all school site websites, purchasing multiple software licenses to aid in student learning and conducting the Youth Truth Survey. There were no substantive differences in the planned actions and actual implementation of the actions except all field trips and 6th grade camps were on hold due to COVID-19 till the Spring of 2022.

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

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

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

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

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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

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

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

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

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
332805	2584

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
12.37%	0.00%	\$0.00	12.37%

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

## Required Descriptions

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

### PRINCIPALLY DIRECTED TO SERVE ENGLISH LEARNERS

Needs, Conditions, Circumstances: (no CA Dashboard Data available for 2020 or 2021)

- 27% of our school community are English Language Learners (93 students)
- 76% of the English Learners have a primary language of Spanish.
- 39% of English Learners are making progress towards English Language Proficiency according to the CA 2019 Dashboard.
- 5 of the 93 English learners were considered LTEL (Long Term English Learner) in 2019-2020.
- We reclassified (RFEP's) 10 students in 2020-2021, 4 students in 2019-2020 and 5 students in 2021-2022.
- On the 2019 CA Dashboard for ELA Academic Indicator (grades 3-6): English Learners outperformed "all students" by 3 points and increased by 14 points from 2018.
- We want to increase the educational outcomes and opportunities of our English Learners

### Actions

- Professional development to support providing designated and integrated ELD and to identify and implement a core set of practices based on our curriculum.

- Provide a focus on Responsive Teaching in Literacy and Math.
- Provide Supplemental Materials and Educational Software
- Provide Curriculum for Newcomer Support
- Targeted 1:1 teacher meetings with administration to analyze data and create targeted goals

#### Expected Outcomes

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

#### PRINCIPALLY DIRECTED TO SERVE LOW-INCOME AND FOSTER YOUTH STUDENTS

Needs, Conditions, Circumstances: (no CA Dashboard Data available for 2020 or 2021)

- The demographics of our school community are: 41% low-income (143 students), 0% Foster Youth (0 students)
- On the 2019 CA Dashboard for ELA Academic Indicator (grades 3-6): low income students increased by 15 points. However, low-income students are not scoring as well as "all students" for the school and not scoring as well as low-income students for the state.
- Low-income students were disproportionately impacted by COVID-19
- Low-income students have additional needs related to health and wellness, nutrition, social-emotional wellbeing, and academic support.

#### Actions

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

#### Expected Outcomes

- Low-income students have an attendance rate of 96% or above.
- Increase in the percent of low-income students who are considered "proficient" according to STAR Reading



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

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

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

- English Learners improved 14 points on English Language Arts and 4 points on Mathematics.
- Low-income students improved 26 points on Mathematics (and were 3 points better than the state)
- The suspension rate of low-income students declined by 0.6% and of English learners declined by 1.5%.
- We reclassified 14 students in the past two years and 5 students in the 2021-2022 school year.

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

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

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	1:91
Staff-to-student ratio of certificated staff providing direct services to students	n/a	1:24

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,244,141.00	\$46,845.00			\$2,290,986.00	\$2,239,574.00	\$51,412.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Classroom Environment & Culture	All	\$1,632,391.00				\$1,632,391.00
1	1.2	Student Engagement	English Learners Low Income	\$234,103.00				\$234,103.00
1	1.3	Dynamic Learning Experiences	All		\$46,845.00			\$46,845.00
1	1.4	Curriculum and Pedagogy	English Learners	\$60,480.00				\$60,480.00
1	1.5	Assessment for Student Learning	English Learners	\$708.00				\$708.00
1	1.6	Professional Learning	English Learners	\$40,114.00				\$40,114.00
1	1.7	Leadership Development	All					
1	1.8	Family & Community Engagement	English Learners Foster Youth Low Income	\$150.00				\$150.00
2	2.1	Whole Child Nurturance	Foster Youth Low Income	\$24,686.00				\$24,686.00
2	2.2	Lifelong Wellness	All					
2	2.3	Tools for Families	All					
2	2.4	Safe Environment	All	\$213,076.00				\$213,076.00
3	3.1	Community Partnerships	All	\$17,000.00				\$17,000.00
3	3.2	After School Engagement	English Learners Foster Youth Low Income	\$5,170.00				\$5,170.00
3	3.3	Technology	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.4	School Culture	English Learners Foster Youth Low Income	\$16,263.00				\$16,263.00

## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2690849	332805	12.37%	0.00%	12.37%	\$381,674.00	0.00%	14.18 %	<b>Total:</b>	\$381,674.00
								<b>LEA-wide Total:</b>	\$381,674.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Student Engagement	Yes	LEA-wide	English Learners Low Income	All Schools	\$234,103.00	
1	1.4	Curriculum and Pedagogy	Yes	LEA-wide	English Learners	All Schools	\$60,480.00	
1	1.5	Assessment for Student Learning	Yes	LEA-wide	English Learners	All Schools	\$708.00	
1	1.6	Professional Learning	Yes	LEA-wide	English Learners	All Schools	\$40,114.00	
1	1.8	Family & Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150.00	
2	2.1	Whole Child Nurturance	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$24,686.00	
3	3.2	After School Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,170.00	
3	3.4	School Culture	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$16,263.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$1,879,208.00	\$2,453,544.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Classroom Environment & Culture	No	\$1,297,876.00	1909453
1	1.2	Student Engagement	Yes	\$160,932.00	178449
1	1.3	Dynamic Learning Experiences	No	\$30,911.00	32008
1	1.4	Curriculum and Pedagogy	Yes	\$45,613.00	55201
1	1.5	Assessment for Student Learning	Yes	\$6,000.00	694
1	1.6	Professional Learning	Yes	\$11,067.00	41314
1	1.7	Leadership Development	No		0
1	1.8	Family & Community Engagement	Yes	\$150.00	0
2	2.1	Whole Child Nurturance	Yes	\$66,250.00	21541
2	2.2	Lifelong Wellness	No		0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Tools for Families	No		0
2	2.4	Safe Environment	No	\$223,334.00	198932
3	3.1	Community Partnerships	No	\$17,000.00	0
3	3.2	After School Engagement	Yes	\$5,123.00	0
3	3.3	Technology	Yes	\$14,952.00	0
3	3.4	School Culture			15952

## 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
303161	\$310,087.00	\$313,151.00	(\$3,064.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Student Engagement	Yes	\$160,932.00	178449	0	0
1	1.4	Curriculum and Pedagogy	Yes	\$45,613.00	55201	0	0
1	1.5	Assessment for Student Learning	Yes	\$6,000.00	694	0	0
1	1.6	Professional Learning	Yes	\$11,067.00	41314	0	0
1	1.8	Family & Community Engagement	Yes	\$150.00	0	0	0
2	2.1	Whole Child Nurturance	Yes	\$66,250.00	21541	0	0
3	3.2	After School Engagement	Yes	\$5,123.00	0	0	0
3	3.3	Technology	Yes	\$14,952.00	15952	0	0



**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2621592	303161	0	11.56%	\$313,151.00	0.00%	11.95%	\$0.00	0.00%

## Agenda Item Summary

<b>Action Item: 8.11 Approval of the 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Piner-Olivet Charter School</b>
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Special Meeting of: June 22, 2022	Action 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 Piner-Olivet Charter LCAP includes a description of the stakeholder engagement process, goals, actions and services for all students as well as subgroups.

### **Plan**

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

### **Fiscal Impact**

None at this time

### **Recommendation**

Approve

# LCFF Budget Overview for Parents

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

CDS Code: 49-70870-61-13492

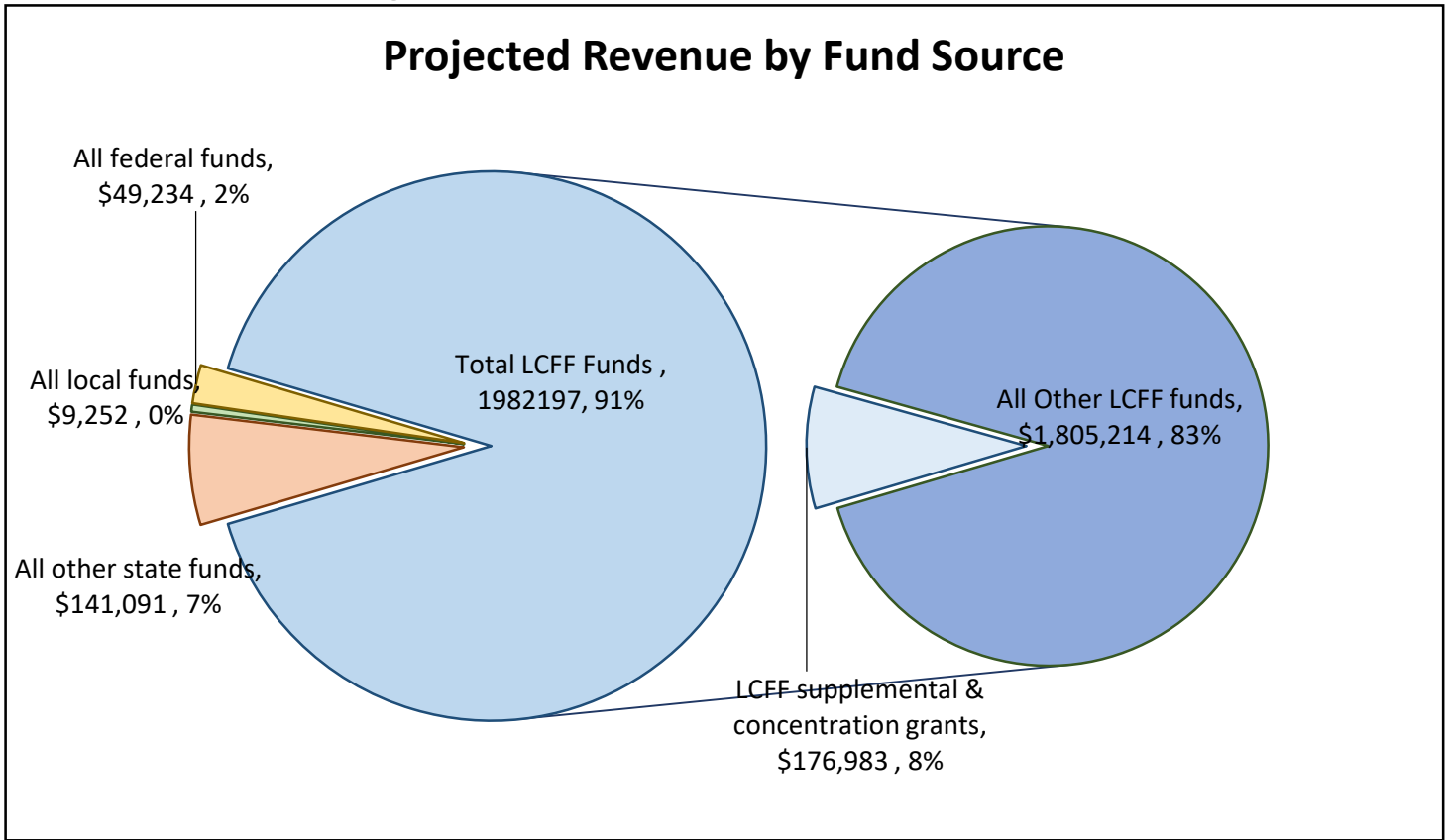
School Year: 2022 – 23

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

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

## Budget Overview for the 2022 – 23 School Year

### Projected Revenue by Fund Source

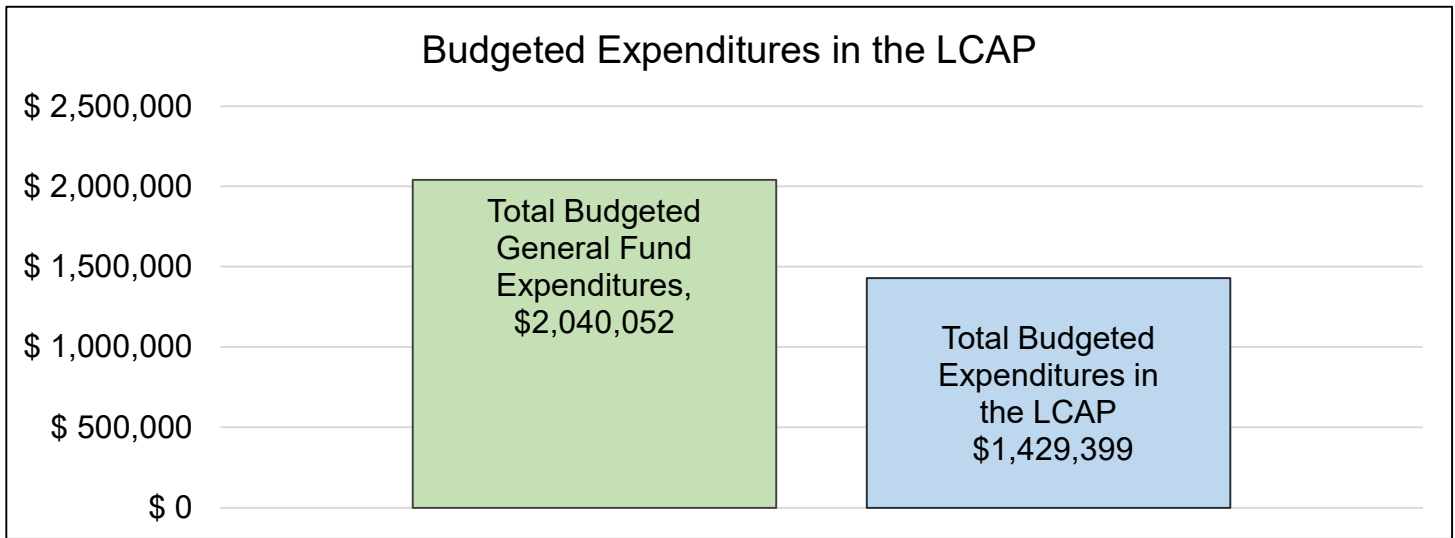


This chart shows the total general purpose revenue Piner-Olivet Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Piner-Olivet Charter School is \$2,181,774.00, of which \$1,982,197.00 is Local Control Funding Formula (LCFF), \$141,091.00 is other state funds, \$9,252.00 is local funds, and \$49,234.00 is federal funds. Of the \$1,982,197.00 in LCFF Funds, \$176,983.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Piner-Olivet Charter School plans to spend \$2,040,052.00 for the 2022 – 23 school year. Of that amount, \$1,429,399.00 is tied to actions/services in the LCAP and \$610,653.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

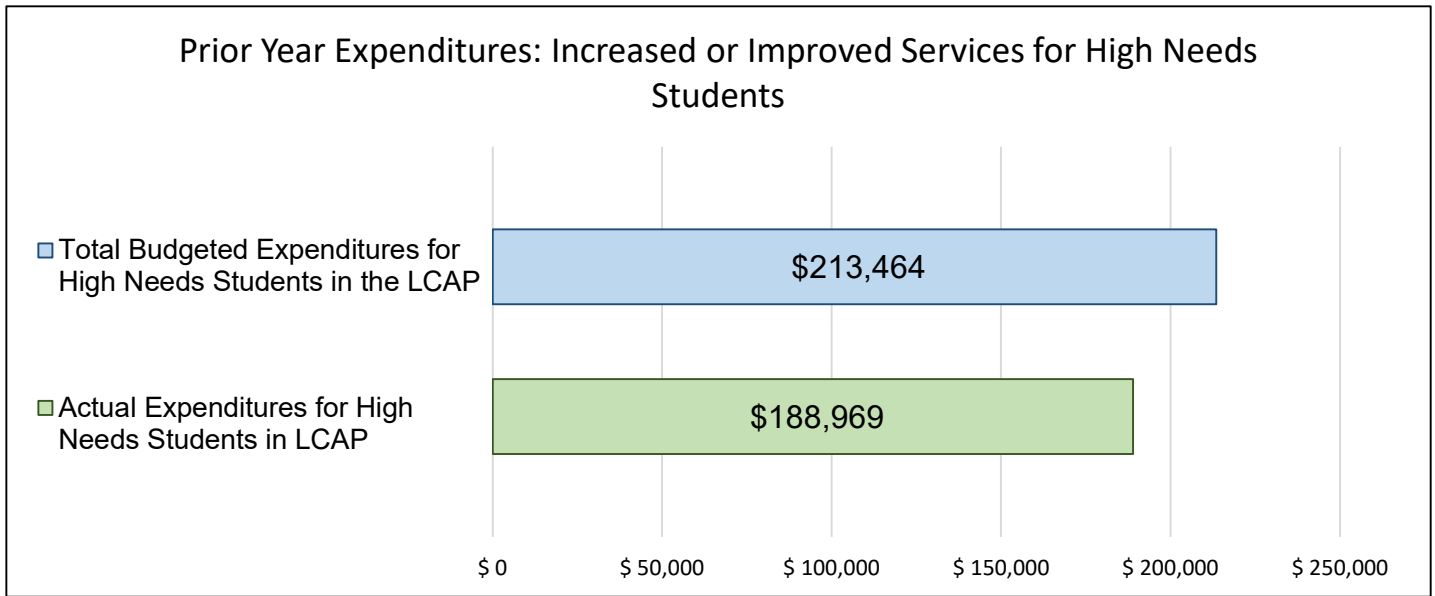
The total expenditures not included in the LCAP amount include such costs as overhead (ie., utilities, maintenance, legal costs, insurance, etc.), contributions, and mandatory contributions.

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

In 2022 – 23, Piner-Olivet Charter School is projecting it will receive \$176,983.00 based on the enrollment of foster youth, English learner, and low-income students. Piner-Olivet Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Piner-Olivet Charter School plans to spend \$227,366.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021 – 22, Piner-Olivet Charter School's LCAP budgeted \$213,464.00 for planned actions to increase or improve services for high needs students. Piner-Olivet Charter School actually spent \$188,969.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of \$24,495.00 had the following impact on Piner-Olivet Charter School's ability to increase or improve services for high needs students:

The 2021-22 LCFF Supplemental Grants was \$152,778 with a higher budgeted contribution of \$213,464. However, the estimated contributing actions meets the planned percentage of 9.47%. With the implementation of one-time COVID related plans, such as ESSER and ELO-G, additional services for high needs students were provided.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Piner-Olivet Charter School	Heather Graham Principal	hgraham@pousd.org (707) 522-3310

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

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

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

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

Expanded Learning Opportunities (ELO) Grant  
 ESSER III Funds  
 Educator Effectiveness Block Grant

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

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

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

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

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

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

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

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

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

Planned Actions:

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

Successes:

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

Challenges:

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

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

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

ESSER III

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



Dynamic Learning Experiences, Curriculum and Pedagogy, Engage students in dynamic learning experiences aligned with state standards and integrate research-based curriculum and pedagogy aligned to CA State Standards and Framework, directly supports LCAP Action #3, #4, #5 in Goal One of the LCAP.

#### ELO

- 1) Extending instructional learning time- After School Tutoring/Intervention//Homework Club; Training provided for paraprofessionals Expanded Learning Opportunities Grant Plan for Piner-Olivet Union School District, which directly support LCAP goal #1.
- 2) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports; Coaching and mentoring to provide effective implementation of district curriculum, which directly support LCAP goal #1.
- 3) Integrated student supports to address other barriers to learning: Differentiated, Responsive Teaching Training for teachers and paraprofessionals to identify and provide targeted support for students. Culturally responsive teaching practices and implicit bias awareness training, which directly support LCAP goals #2 and goal #3.
- 4) After school enrichment opportunities such as physical education/sports, art, and music, which directly support LCAP goals #2 and goal #3.
- 5) Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility, which directly support LCAP goals #1.
- 6) Additional academic services for students: Diagnostic, Progress Monitoring, and Benchmark Assessments of student learning, which directly support LCAP goal #1.
- 7) Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs: Professional Development for teachers, paraprofessionals and parents, which supports LCAP goal #2 and #3.

#### EEBG

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

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

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

# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Piner-Olivet Charter School	Heather Graham Principal	hgraham@pousd.org 707-522-3310

## Plan Summary [2022-23]

### General Information

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

Piner Olivet Charter School (POCS) is a collaborative, supportive community which nurtures the academic, social, and emotional growth of the individual through engagement in the process of inquiry-based problem solving, reflection, and communication. POCS serves a student population of about 208 students in grades 7-8. Twenty percent of our students are English Learners, 34% of our students are socio-economically disadvantaged. Piner Olivet Charter School and Piner-Olivet Union School District (POUSD) were seriously impacted by the Northern California wildfires in 2017. The Tubbs Fire destroyed over 5,500 structures and Coffey Park, a neighborhood directly across the street from our district office (one of the most densely populated areas in Santa Rosa affected by the fire). About 1,500 homes were destroyed in the small neighborhood. Many of our students and staff were directly impacted by the fires. Since then we have had Air Quality closure days where we had to close schools, PG&E power shut off days where we have had to close schools, flooding in the near by Russian River (Feb 2019), Kincade Fire (Oct 2019) that devastated a close by community to our north, COVID-19 pandemic (March 2020-ongoing) that resulted in the closure of schools and transition to distance learning and then a transition to hybrid learning, Walbridge Fire (Aug 2020) that impacted another close by community to our north, and Glass Fire (Sept 2020) that devastated a close by community to our east. Our community has been greatly impacted and social-emotional support continues to be a top priority for our district.

### Reflections: Successes

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

On the 2019 CA Dashboard, the state indicators for which overall performance was in the “Blue” or “Green” performance category were: Suspension Rate was green for the following subgroups: All Students decreased 3.1%; Hispanic, decreased 3.2%; Socio-economically disadvantaged students decreased by 3.5%; and White students, decreased 10.4%. English Language Arts was "blue" for the following subgroups: All students increased 24.4 points (blue), white students increased 32 points (blue), English Learners increased 19 points

(green), Hispanic increased 26 points (green); and Socio-economically disadvantaged increased 19 points (green), . English Learner Progress was at the "Very High Level" with 79% of students making progress towards English Language proficiency. All local indicators on the 2019 CA Dashboard "met" the standard. There is no CA Dashboard Data available for 2020 or 2021.

## Reflections: Identified Need

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

There were no the state indicators on the 2019 CA Dashboard for which overall performance was in the "Red" or "Orange" performance category. There were no local indicators where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. There were no state indicators for which performance for any student group was two or more performance levels below the "all student" performance. There is no CA Dashboard Data available for 2020 or 2021.

## LCAP Highlights

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

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

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

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

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

Goal 3: Community: Strengthen our community by embracing change and cultivating a growth mindset.

- Community Partnerships
- After School Engagement

- Technology
- School Culture

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

### ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

- The Director of Innovative Learning presented the LCAP to the District English Language Advisory Committee (DELAC) for review and comments in May 2022.
- The principal presented the LCAP to the Executive Committee for review and comments in April 2022.
- The superintendent presented the LCAP to the Parent Advisory Committee (known as PTO) for review and comment in May 2021,,the superintendent then responded, in writing, to comments received from the parent advisory committee
- The superintendent presented the LCAP to the English Learner Parent Advisory Committee for review and comment in May 2021, the superintendent then responded, in writing, to comments received from the English Learner Parent Advisory Committee
- The superintendent notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP using the most efficient method of notification possible (does not need to be printed or mailed)
- School Plans: N/A the LCAP serves as the School Plan as it is a single school LEA.
- The superintendent consulted with its special education local plan area administrator in May 2021 to determine that specific actions for individuals with exceptional needs are included and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs.
- The governing board held one public hearing (June 2, 2021) to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan was available for public inspection. The public hearing was held at the same meeting as the public hearing for Budget Adoption)
- The governing board adopted the LCAP in a public meeting (June 16, 2021). This meeting was held after, but not on the same day as, the public hearing. This meeting was the same meeting that the governing board adopted a budget.

\*items above are required by CA Education Code 52062

- Design Team (Nov 15-16, 2018; Jan 16-17, 2019; March 28-19, 2019; Sept 26-27, 2019; Nov 8, 2019)
- Teachers provided input on LCAP in the following ways: staff meeting, future-focused professional development process, survey, local bargaining unit (May 2019, April 2021)
- Administrators provided input on the LCAP in the following ways: Leadership Team Meeting, Cabinet Meetings (May 5, 2020; June 5, 2020)
- Students provided input on the LCAP in the following ways: surveys, meetings, discussions
- Classified provided input on the LCAP in the following ways: surveys, local bargaining unit (May 2019, April 2021)
- Site Councils provided input on the LCAP (April/May 2021)

A summary of the feedback provided by specific educational partners.

The "Design Team" utilized feedback from all stakeholder groups to finalize the goals and actions during the 2019-2020 school year (before COVID). It is important to note that LCAP Goal 2 "Support the social-emotional and physical well-being of all and recognize each person's inherent value" of our LCAP is particularly important to our community as we have experienced significant emotional strain over the past 4 years. The goals and actions were then reviewed prior to the 2021-2022 adoption to ensure that these goals and actions continued to be relevant in a post-COVID environment.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

All LCAP Goals and Actions were revamped during the 2019-2020 school year for the 2020-2021 LCAP cycle. However, these goals and actions were not officially put into place until the 2021-2022 LCAP cycle (current cycle) due to the LCAP cycle being put on pause for the 2020-2021 school year. All stakeholders were important in the development of our goals and actions. Out of extensive future focus professional development and discussion we collaboratively developed the goals and actions listed in this LCAP. All stakeholder groups reviewed and approved the plan.

# Goals and Actions

## Goal

Goal #	Description
1	Learning Experiences: Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement.

An explanation of why the LEA has developed this goal.

The goal was developed based on stakeholder input and ensuring state priorities are met. The Design Team developed this goal and actions based on stakeholder feedback. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). The following priority areas align with the stakeholder value of exceptional learning experiences: Priority 1 – Basics (Teachers, Instructional Materials), Priority 2 – Implementation of Academic Standards, Priority 4 – Performance on Standardized Tests, Priority 5 – Pupil Engagement , and Priority 7 – Access to a Broad Course of Study. If completed and achieved, the actions and metrics grouped together demonstrate all the component necessary for providing learning experiences that increase students achievement, engagement and preparedness for their future.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA Academic Indicator	Mid-Year Data 2021-2022: 7th: 36% 8th: 33%	End of Year Data 2021-2022: 7th: 43% 8th: 37%			Each student achieving + 50% STAR grade-level equivalency each school year
Math Academic Indicator	Mid-Year Data 2021-2022: 7th: 55% 8th: 51%	End of Year Data 2021-2022: 7th: 52% 8th: 59%			Each student achieving + 50% STAR grade-level equivalency each school year
EL Progress (CA Dashboard)	Status: 78.6%	Unavailable:			Achieve 5% growth by the end of Year 1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Progress Level: Very High	No CA Dashboard Update			
Reclassification Rate	N/A	Unavailable: No CA Dashboard Update			100% of Level 4 students will be RFEF'd within 3 years.
Standards Aligned Materials % of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100%	100%			Continue to reach 100% rate for student access to standards aligned materials
Facilities in Good Repair (FIT Report)	100%	89%			Work to reach 100% rate for FIT rating
# of Williams Complaints	0	0			Continue to reach 0 Williams Complaints
# instances where facilities do not meet the "good repair" standard	0	89%			Work to reach 100% rate for FIT rating
Broad Course of Study	100%	100%			Continue to reach 100% benchmark



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Misassignment of teachers	0%	0			Continue to have 0 misassignment of teachers

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Classroom Environment & Culture	<p>Provide each student with a highly qualified teaching staff to support learning and positive school climate/culture using appropriate curriculum:</p> <ul style="list-style-type: none"> <li>• Utilize Pillars of Character Consumable Materials</li> <li>• Director of Special Education (.80 FTE district-wide)</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> <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>	\$1,178,838.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Student Engagement	<p>Address the needs of English Learners and socioeconomically disadvantaged students by providing:</p> <ul style="list-style-type: none"> <li>• Program Assistants for academic support classes</li> <li>• Provide ELD/Intervention Materials</li> <li>• ELD instructional materials (National Geographic Materials)</li> <li>• Professional Development for EL strategies</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>	\$189,854.00	Yes
1.3	Dynamic Learning Experiences	<p>Engage all students in dynamic learning experiences that align with state standards and embrace competencies such as critical thinking and problem-solving that carry into other domains of life:</p> <ul style="list-style-type: none"> <li>• Rosetta Stone Licenses for EL students</li> <li>• Summer School - Program Assistants (June 14 - July 9, 2021)</li> </ul>	\$2,200.00	Yes

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>		
1.4	Curriculum and Pedagogy	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Provide Professional Development for Certificated and Classified Staff</li> <li>• Professional Development consulting services</li> <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> </ul>	\$9,527.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <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>		
1.5	Assessment for Student Learning	<p>Assessment cycles are continually utilized by educators and students to ensure learning activities lead to student success. Teachers use assessment results to modify curriculum and learning activities to address student needs.</p> <ul style="list-style-type: none"> <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> </ul>	\$4,141.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <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</li> </ul>		
1.6	Professional Learning	<p>Provide professional development workshops for teachers, classified instructional support staff, and principals to better support EL students:</p> <ul style="list-style-type: none"> <li>• Carnegie Math PD on how to support EL students</li> <li>• -Teachers will participate in 1:1 meetings on Student Assessment Team Meetings (Site Based) to review EL data to inform instruction and provide goals for students.</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> </ul>	\$6,034.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <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>		
1.7	Leadership Development	<p>Support leaders in building student-focused, growth- oriented, trust-based cultures where innovation and learning flourish.</p> <ul style="list-style-type: none"> <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

Action #	Title	Description	Total Funds	Contributing
1.8	Family & Community Engagement	<ul style="list-style-type: none"> <li>Using Annual subscriptions to WeeblyPro to enhance home-school communication</li> <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>	\$1,827.00	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal was carried out by beginning to implement the 3 year LCAP cycle such as implementing summer school, intervention materials, our math adoption and technology software. There were no substantive differences in the planned actions and actual implementation of actions. The following school year we will be implementing National Geographic Curriculum to support our English Language Learners.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences between Budgeted Expenditures and Estimated Actual Expenditures were due to several reasons such as not fully implementing actions and/or estimated actuals were either more or less than budgeted.

An explanation of how effective the specific actions were in making progress toward the goal.

At this point of time in the LCAP, it is too early to report if the specific actions were effective in making progress towards goal one due to COVID-19 pandemic and using year one as a baseline for the next two years.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There were no changes at this time made to the planned goal, metrics, desired outcomes, or actions for the coming year besides implementing National Geographic Curriculum to support our English Language Learner students during the next school year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



# Goals and Actions

## Goal

Goal #	Description
2	Well-Being: Support the social-emotional and physical well-being of all and recognize each person's inherent value.

An explanation of why the LEA has developed this goal.

The goal was developed based on stakeholder input and ensuring state priorities are met. The Design Team developed this goal and actions based on stakeholder feedback. All of our stakeholders want to prioritize social-emotional support and physical well-being. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). The following priority areas align with the stakeholder value of a well rounded educational program: Priority 5 – Pupil Engagement, and Priority 6 – School Climate. If completed and achieved, the actions and metrics grouped together demonstrate all the component necessary for ensuring the healthy well-being of our students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	First 6 months of school 2021-2022: 91%	Aug. 2021- May. 2022: 97.33%			Achieve an attendance rate of 97%+
Chronic Absenteeism Rate	2019: 10.2%	Unavailable: No CA Dashboard update in 2021			Achieve Chronic Absenteeism rate of 10%-
Suspension Rate	2019: 2.9%	Unavailable: No CA Dashboard update in 2021			Decline by at least 0.3%, until 1% is reached.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	0%	0%			Maintain a 0% Expulsion Rate
% feel school is welcoming and friendly	Data Not Available	My school creates a friendly environment: 89% (Youth Truth Survey Results-parent results)			<1% result on subsequent surveys

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Whole Child Nurturance	<p>Provide comprehensive student-centered programs that recognize each student’s inherent value, meet the wellness needs of students, and infuse social-emotional learning opportunities into daily experiences</p> <ul style="list-style-type: none"> <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>• 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>• 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>	\$22,500.00	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>Providing counseling services for foster youth and low-income students as needed.</p>		
2.2	Lifelong Wellness	<p>Provide opportunities and experiences for staff to understand and support their own and each other’s social, emotional, and physical wellness.</p> <ul style="list-style-type: none"> <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>		
2.3	Tools for Families	<p>Enhance educational opportunities for all families by providing them with tools and strategies for addressing their student’s emotional, social, and physical needs.</p> <ul style="list-style-type: none"> <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
2.4	Safe Environment	<p>Support leaders, staff, families, and students in establishing and maintaining a physically safe environment.</p> <ul style="list-style-type: none"> <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>	\$5,000.00	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal was carried out by beginning to implement the 3 year LCAP cycle such as working towards equity minded, using SEL curriculum and maintaining a safe environment through our supervision and custodial/maintenance staff.  
There were no substantive differences in the planned actions and actual implementation of the actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences between Budgeted Expenditures and Estimated Actual Expenditures were due to several reasons such as not fully implementing actions and/or estimated actuals were either more or less than budgeted.

An explanation of how effective the specific actions were in making progress toward the goal.

At this point of time in the LCAP, it is too early to report if the specific actions were effective in making progress towards goal two due to COVID-19.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There were minimal changes at this time made to the planned goal, metrics, desired outcomes, or actions for the coming year. One of the metrics we are now using the Youth Truth Survey instead of the My Voice Survey. The new question from families is: My school creates a friendly environment. We are working on making progress on that question through our equity work.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
3	Community: Strengthen our community by embracing change and cultivating a growth mindset.

An explanation of why the LEA has developed this goal.

The goal was developed based on stakeholder input and ensuring state priorities are met. The Design Team developed this goal and actions based on stakeholder feedback. All of our stakeholders wanted to prioritize strengthening our community. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). The following priority areas align with the stakeholder value community: Priority 3 – Parent Engagement, Priority 5 – Pupil Engagement, and Priority 6 – School Climate. If completed and achieved, the actions and metrics grouped together demonstrate all the component necessary for ensuring a school culture beneficial to our students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement (Local Indicator)	"Met" (see local indicators for detailed report)	Baseline: Youth Truth Survey: 66% Family Engagement			Exceed 66% rating on survey for % of students who are engaged with the school community
% of staff who feel like a valued member of school community	91%	Baseline: Youth Truth Survey: 61% Students Engagement			Exceed 61% rating on survey for % of students who are engaged with the school community
% of staff who feel PD is important to educational growth	82%	Baseline: Youth Truth Survey: 64% Students Belonging and Peer Collaboration			Exceed 64% rating on survey for % of students who feel belonging and engage in peer collaboration

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					in their school community
% of staff work in a collaborative manner	91%	Baseline: Youth Truth Survey: 86% Staff Engaged			Exceed 86% rating on survey for % of staff who are engaged with the school community
% of students have access to a technology device	100%	100%			Maintain 100% regarding % of students have access

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Partnerships	<p>Enhance learning opportunities for students through community partnerships to learn about their world and serve as active participants in their community:</p> <ul style="list-style-type: none"> <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> <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> </ul>	\$2,700.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Leverage community partnerships (e.g. Sonoma County Office of Education) to create stronger school:career connections.</li> </ul>		
3.2	After School Engagement	<p>Offer engaging and age appropriate enrichment opportunities outside of regular school hours:</p> <ul style="list-style-type: none"> <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>		No
3.3	Technology	<p>Acquire, maintain, and utilize current technology to increase communication between schools and community, and to improve educational opportunities for students.</p> <ul style="list-style-type: none"> <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> </ul>		



Action #	Title	Description	Total Funds	Contributing
3.4	School Culture	<p>Co-create a culture of open-hearted and open-minded listening that generates a compassionate and courageous community oriented toward collective action and shared responsibility.</p> <p>Build trust through transparency and honesty.</p> <ul style="list-style-type: none"> <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 Youth Truth Surveys to elicit parent and student feedback and input. Nurse Contracted through SCOE</p>	\$6,778.00	Yes

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal was carried out by beginning to implement the 3 year LCAP cycle such as improving our district and all school site websites, purchasing multiple software licenses to aid in student learning and conducting the Youth Truth Survey. There were no substantive differences in the planned actions and actual implementation of the actions except all field trips were on hold due to COVID-19 till the Spring of 2022.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences between Budgeted Expenditures and Estimated Actual Expenditures were due to several reasons such as not fully implementing actions and/or estimated actuals were either more or less than budgeted.

An explanation of how effective the specific actions were in making progress toward the goal.

At this point of time in the LCAP, it is too early to report if the specific actions were effective in making progress towards goal three due to COVID-19.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There were no changes made to the planned goal. However, there were changes made to the metrics and desired outcomes due to a different survey being used. We no longer are using My Voice Survey rather we are now using the county wide YouthTruth Survey results thus, resulting in different metrics and desired outcomes. The new metrics are based on the categories of engagement with students, families, staff and how students are feeling about belonging in their school community. We are using this year as a baseline due to the new survey and will work on increasing the percentages in the next few years based on our equity work.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.  
 A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.  
 A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
176983	0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.80%	0.00%	\$0.00	9.80%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

### PRINCIPALLY DIRECTED TO SERVE ENGLISH LEARNERS

#### Needs, Conditions, Circumstances:

- 20% of our school community are English Language Learners (42 students)
- 88% of the English Learners have a primary language of Spanish.
- 79% of English Learners are making progress towards English Language Proficiency according to the CA 2019 Dashboard.
- On the 2019 CA Dashboard the percent students who were chronically absent decreased by 4.1%,
- 10 out of 42 English Learners were considered LTEL (Long Term English Learner) in 2019-2020.
- We reclassified (RFEP's) 22 students in 2020-2021 and 4 students in 2019-2020 and 7 students in 2021-2022.
- We want to increase the educational outcomes and opportunities of our English Learners

#### Actions

- Professional development to support providing designated and integrated ELD and to identify and implement a core set of practices based on our curriculum.
- Provide Supplemental Materials and Educational Software

- Provide Curriculum for Newcomer Support
- Targeted 1:1 teacher meetings with administration to analyze data and create targeted goals

#### Expected Outcomes

- Decrease the number of LTEL students (Long Term English Learner)
- At least 65% of students are making making progress on the ELPAC as determined by the "English Learner Progress Indicator"
- Increase in the percent of English Language Learner students who are considered "proficient" according to STAR Reading

#### PRINCIPALLY DIRECTED TO SERVE LOW-INCOME AND FOSTER YOUTH STUDENTS

#### Needs, Conditions, Circumstances:

- The demographics of our school community are: 34% low-income (72 students), 1% Foster Youth (20 students)
- On the 2019 CA Dashboard the percent of low-income students suspended decreased by 3.5%, students who were chronically absent decreased by 2.4%
- Low-income students improved 22 points on Mathematics (and were 22 points better than state data for English learners)
- Low-income students improved 19 points on English Language Arts (and were 29 points better than state data for English learners)
- Low-income students were disproportionately impacted by COVID-19
- Low-income students have additional needs related to health and wellness, nutrition, social-emotional wellbeing, and academic support.

#### Actions

- Provide counseling services: social-emotional, behavioral, self- regulation, and positive social relationships.
- Provide multiple tiers of intervention (academic, behavioral). and Professional development for targeted instruction to build proficiency in CCSS and MTSS support for students who need interventions in academics, emotional and/or behavioral.
- Ensure students have access to technology to develop digital literacy and academic support
- Provide a focus on Responsive Teaching in Literacy and Math.
- Provide Supplemental Materials/Software
- Targeted 1:1 teacher meetings with administration to analyze data and create targeted goals

#### Expected Outcomes

- Continue to decrease the percent of Low-income students who are chronically absent.
- Increase in the percent of low-income students who are considered "proficient" according to STAR Reading



A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Piner-Olivet Union School District is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, EL and foster youth at the school site, and ensuring that funds are spent to benefit these subgroups of students. Based on staff and stakeholder feedback and research on effective practices we are implementing more than 10 LCAP Action/Services to improve services for the low income, English learner and foster youth including using a portion of the LCFF Supplemental dollars for site allocations based on the number of unduplicated youth served to allow sites to implement site specific solutions based on unique site needs, and site stakeholder input.

The services for foster youth, low-income and EL students has increased in quality as demonstrated by the following data points:  
 On the 2019 CA Dashboard: (no CA Dashboard Data available for 2020 or 2021)

- 79% of English learners are making progress towards English Language Proficiency (which is considered "High" and well above the state average of 48%)
- English Learners improved 18 points on English Language Arts (and were 38 points better than state data for English learners)
- English Learners improved 26 points on English Language Arts (and were 32 points better than state data for English learners)
- Low-income students improved 22 points on Mathematics (and were 22 points better than state data for English learners)
- Low-income students improved 19 points on English Language Arts (and were 29 points better than state data for English learners)
- On the 2019 CA Dashboard the percent of low-income students suspended decreased by 3.5%, students who were chronically absent decreased by 2.4%
- The suspension rate of low-income students declined by 3.5%.
- We reclassified 26 students in the past two years and 7 in 2021-2022.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:54	n/a

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	1:22	n/a

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,415,731.00	\$13,668.00			\$1,429,399.00	\$1,381,031.00	\$48,368.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Classroom Environment & Culture	All	\$1,178,838.00				\$1,178,838.00
1	1.2	Student Engagement	English Learners Low Income	\$189,854.00				\$189,854.00
1	1.3	Dynamic Learning Experiences	English Learners Low Income	\$2,200.00				\$2,200.00
1	1.4	Curriculum and Pedagogy	All		\$9,527.00			\$9,527.00
1	1.5	Assessment for Student Learning	All		\$4,141.00			\$4,141.00
1	1.6	Professional Learning	English Learners Low Income	\$6,034.00				\$6,034.00
1	1.7	Leadership Development	All					
1	1.8	Family & Community Engagement	All	\$1,827.00				\$1,827.00
2	2.1	Whole Child Nurturance	Foster Youth Low Income	\$22,500.00				\$22,500.00
2	2.2	Lifelong Wellness						
2	2.3	Tools for Families						
2	2.4	Safe Environment	All	\$5,000.00				\$5,000.00
3	3.1	Community Partnerships	All	\$2,700.00				\$2,700.00
3	3.2	After School Engagement	All					
3	3.3	Technology						

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.4	School Culture	Foster Youth Low Income	\$6,778.00				\$6,778.00

## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1805214	176983	9.80%	0.00%	9.80%	\$227,366.00	0.00%	12.59 %	<b>Total:</b>	\$227,366.00
								<b>LEA-wide Total:</b>	\$227,366.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Student Engagement	Yes	LEA-wide	English Learners Low Income	All Schools	\$189,854.00	
1	1.3	Dynamic Learning Experiences	Yes	LEA-wide	English Learners Low Income	All Schools	\$2,200.00	
1	1.6	Professional Learning	Yes	LEA-wide	English Learners Low Income	All Schools	\$6,034.00	
2	2.1	Whole Child Nurturance	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$22,500.00	
3	3.4	School Culture	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$6,778.00	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$1,161,994.00	\$1,236,518.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Classroom Environment & Culture	No	\$902,484.00	1017647
1	1.2	Student Engagement	Yes	\$184,014.00	154265
1	1.3	Dynamic Learning Experiences	Yes	\$4,700.00	3125
1	1.4	Curriculum and Pedagogy	No	\$28,527.00	10007
1	1.5	Assessment for Student Learning	No	\$1,500.00	10000
1	1.6	Professional Learning	Yes	\$5,250.00	4463
1	1.7	Leadership Development	No		0
1	1.8	Family & Community Engagement	No	\$4,500.00	1809
2	2.1	Whole Child Nurturance	Yes	\$22,500.00	22500
2	2.2	Lifelong Wellness			0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Tools for Families			0
2	2.4	Safe Environment	No	\$4,419.00	4500
3	3.1	Community Partnerships	No	\$3,300.00	1289
3	3.2	After School Engagement	No		0
3	3.3	Technology			0
3	3.4	School Culture	Yes	\$800.00	6913

**2021-22 Contributing Actions Annual Update Table**

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
152778	\$213,464.00	\$188,969.00	\$24,495.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Student Engagement	Yes	\$184,014.00	154265	0	0
1	1.3	Dynamic Learning Experiences	Yes	\$900.00	828	0	0
1	1.6	Professional Learning	Yes	\$5,250.00	4463	0	0
2	2.1	Whole Child Nurturance	Yes	\$22,500.00	22500	0	0
3	3.4	School Culture	Yes	\$800.00	6913	0	0



**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1612602	152778	0	9.47%	\$188,969.00	0.00%	11.72%	\$0.00	0.00%

## Agenda Item Summary

Action Item: **8.12 Approval on the 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Northwest Prep Charter School**

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Special Meeting of: June 22, 2022      Action Item      Report Format: **Oral**

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 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

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Northwest Prep Charter School

CDS Code: 49-70870-01-06344

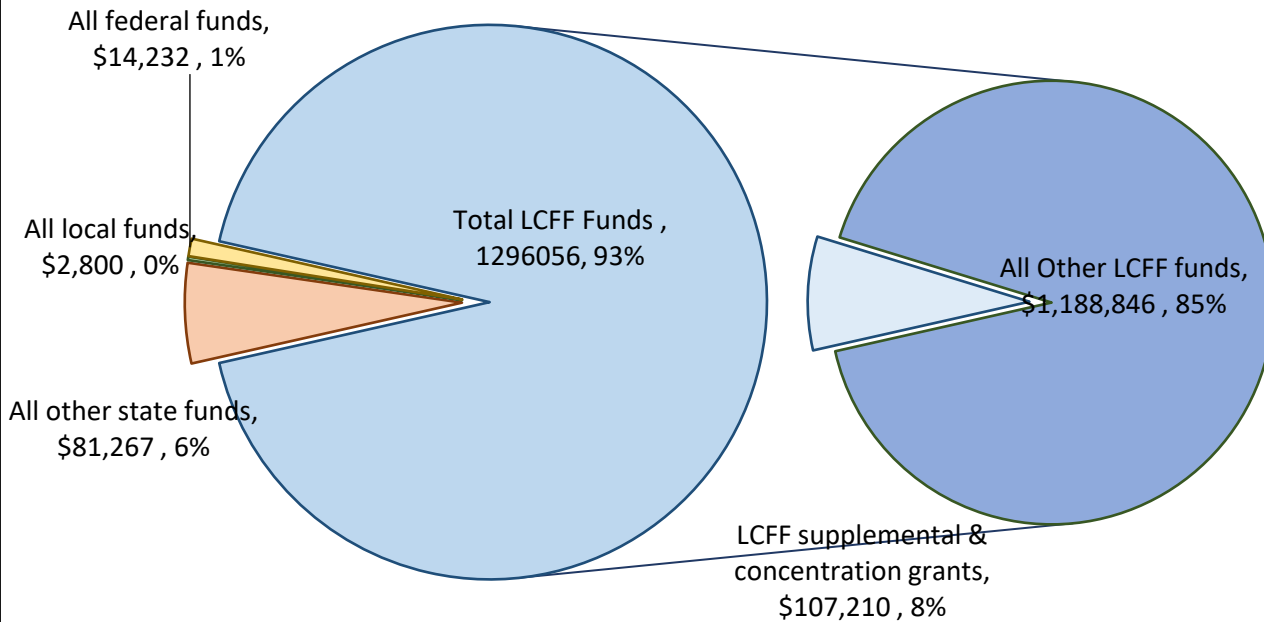
School Year: 2022 – 23

LEA contact information: Kay Vang, CBO (707) 522-3008

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2022 – 23 School Year

### Projected Revenue by Fund Source

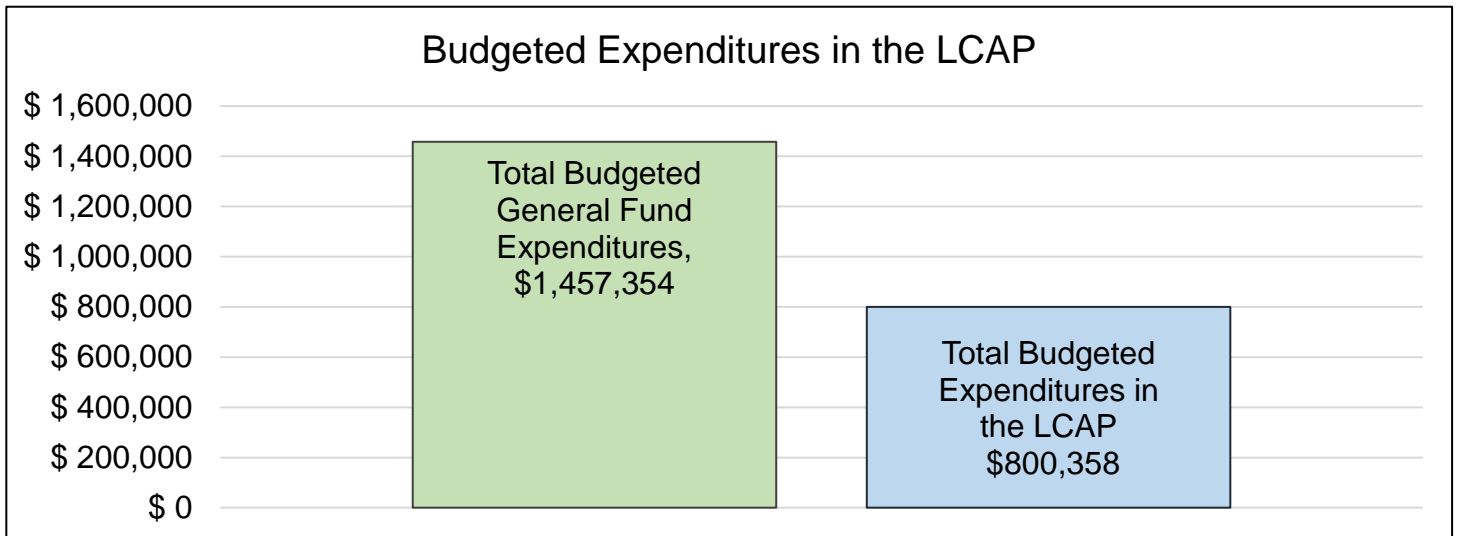


This chart shows the total general purpose revenue Northwest Prep Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Northwest Prep Charter School is \$1,394,355.00, of which \$1,296,056.00 is Local Control Funding Formula (LCFF), \$81,267.00 is other state funds, \$2,800.00 is local funds, and \$14,232.00 is federal funds. Of the \$1,296,056.00 in LCFF Funds, \$107,210.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Northwest Prep Charter School plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Northwest Prep Charter School plans to spend \$1,457,354.00 for the 2022 – 23 school year. Of that amount, \$800,358.00 is tied to actions/services in the LCAP and \$656,996.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

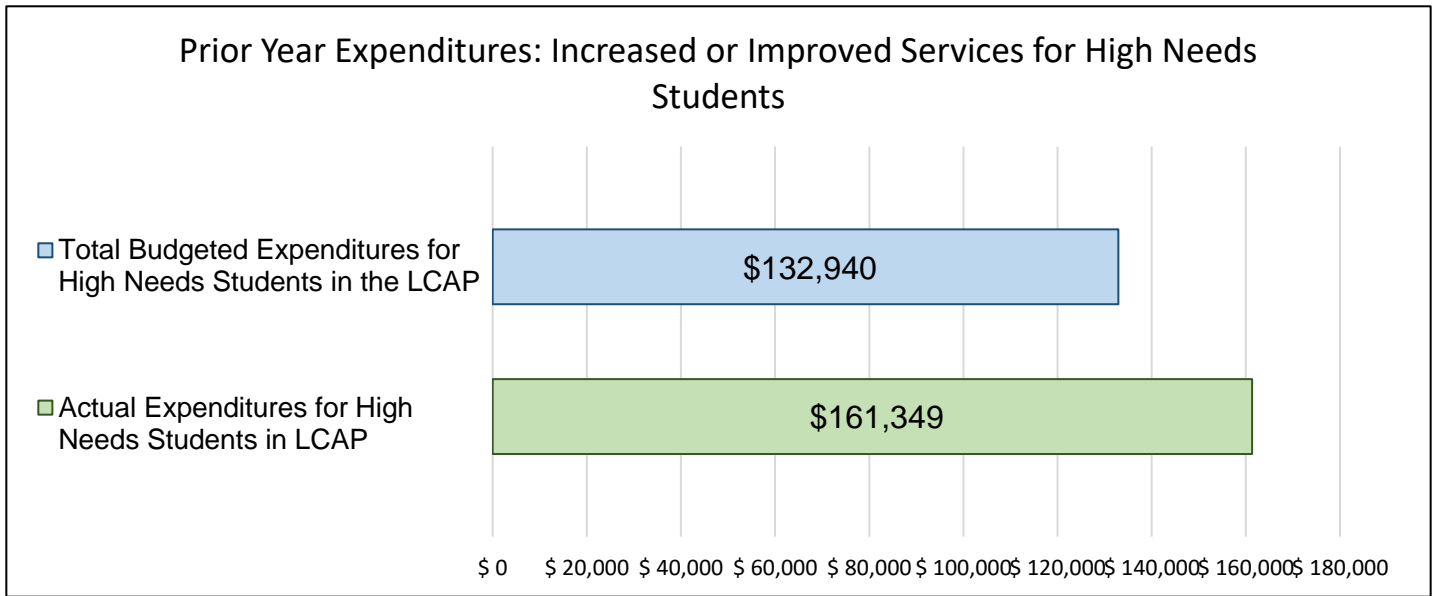
The total expenditures not included in the LCAP amount include such costs as overhead (ie., utilities, maintenance, legal costs, insurance, etc.), contributions, and mandatory contributions.

## Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Northwest Prep Charter School is projecting it will receive \$107,210.00 based on the enrollment of foster youth, English learner, and low-income students. Northwest Prep Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Northwest Prep Charter School plans to spend \$185,709.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Northwest Prep Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Northwest Prep Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Northwest Prep Charter School's LCAP budgeted \$132,940.00 for planned actions to increase or improve services for high needs students. Northwest Prep Charter School actually spent \$161,349.00 for actions to increase or improve services for high needs students in 2021 – 22.



## Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Northwest Prep	Adam Napoleon Principal	anapoleon@pousd.org (707) 522-3320

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

POUSD School District created a comprehensive engagement process which solicited input from all educational partners in a variety of meaningful ways. Here is a link to all of our plans that outline the engagement process:

<http://www.pousd.org/state--federal-funded-plans.html>

Expanded Learning Opportunities (ELO) Grant  
ESSER III Funds  
Educator Effectiveness Block Grant

In addition, here is a timeline of our partner engagement process which included the following:

Design Team Work for POUSD’s Strategic Plan (2018-2019), (2019-2020)  
Admin Team Committee for bridging Strategic Plan to LCAP (2019-2020)  
POUSD’s Strategic Plan/LCAP Overview and Input Staff Meeting (April 2021)

LCAP/Learning Recovery Committee (May 2021)  
Implementation of Next Steps (2021-2022)  
Board Presentation: Learning Recovery Update and Input (November 2021)

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

POUSD does not receive concentration grant add on to increase the number of staff who provide direct services to students on school campuses with UPP greater than 55%.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Piner-Olivet School District has a meaningful engagement process that consults with educational partners in a variety of ways. Listed below are some of the ways, to date, in which Piner-Olivet School District has specifically targeted the use of one-time funds to support recovery from the COVID pandemic and the impacts of distance learning.

1. The community engagement process the District engaged in through the LCAP development provided information to inform this plan.
2. The District attempted to engage in meaningful consultation with Community Advisory Committee (CAC), Sonoma County Juvenile Probation, and CHIPA (Community Health Initiatives) on September 29, 2021 via email and phone call. In spite of our attempts, the District was unable to connect with representative members from this group.
3. Presentations regarding safety protocols for reopening were discussed during public board meetings, with the opportunity for public comment.
4. There were separate Zoom meetings for parents and staff regarding the Safety Plan and protocols providing more opportunities for input. Feedback from the community was incorporated into this plan.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Piner-Olivet School District will be using the ESSER III funds primarily in 3 fundamental ways as adopted by the board in July 2021. Specific actions related to each area can be found here: <http://www.pousd.org/state--federal-funded-plans.html>. Listed below are specific successes and challenges, to date, that we have experienced.

Planned Actions:

1. Health Screening
2. Routine Checking
3. Classroom Environment and Culture
4. Routine Cleaning and Disinfection
5. Dynamic Learning Experiences
6. Curriculum and Pedagogy

Successes:

1. Health Screening: Happening
2. Routine Checking: Happening
3. Classroom Environment and Culture: Teachers welcoming
4. Routine Cleaning and Disinfection: Happening
5. Dynamic Learning Experiences: Curriculum materials accessible
6. Curriculum and Pedagogy: STAR Testing

Challenges:

1. Health Screening: Inconsistent
2. Routine Checking: Getting results
3. Classroom Environment and Culture: COVID
4. Routine Cleaning and Disinfection: Staffing
5. Dynamic Learning Experiences: COVID
6. Curriculum and Pedagogy: COVID

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.



Piner-Olivet School District is using the fiscal resources received for the 21-22 school year and aligned with our LCAP. Below is how the additional funding to support LCAP goals:

### ESSER III

Classroom Environment & Culture Provide students with highly qualified teaching staff to support learning and positive school climate/culture, directly support LCAP Action #1 in Goal One of the LCAP.

Dynamic Learning Experiences, Curriculum and Pedagogy, Engage students in dynamic learning experiences aligned with state standards and integrate research-based curriculum and pedagogy aligned to CA State Standards and Framework directly supports LCAP Action #3, #4, #5 in Goal One of the LCAP.

### ELO

1) Extending instructional learning time- After School Tutoring/Intervention//Homework Club; Training provided for paraprofessionals Expanded Learning Opportunities Grant Plan for Piner-Olivet Union School District, which directly support LCAP goal #1.

2) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports; Coaching and mentoring to provide effective implementation of district curriculum, which directly support LCAP goal #1.

3) Integrated student supports to address other barriers to learning: Differentiated, Responsive Teaching Training for teachers and paraprofessionals to identify and provide targeted support for students. Culturally responsive teaching practices and implicit bias awareness training, which directly support LCAP goals #2 and goal #3.

4) Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports. After school computer lab open for students and parents to use and receive tech support by a trained support provider. Training provided for paraprofessionals. After school enrichment opportunities such as physical education/sports, art, and music, which directly support LCAP goals #2 and goal #3.

5) Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility, which directly support LCAP goals #1.

6) Additional academic services for students: Diagnostic, Progress Monitoring, and Benchmark Assessments of student learning, which directly support LCAP goal #1.

7) Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs: Professional Development for teachers, paraprofessionals and parents, which supports LCAP goal #2 and #3.

### EEBG

The funds will be used to support professional development for certificated teachers, administrators, and paraprofessional educators/classified staff, which supports LCAP goal #1, #2 and #3.



# Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Northwest Prep	Adam Napoleon Principal	anapoleon@pousd.org 707-522-3320

## Plan Summary [2022-23]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Northwest Prep Charter School (NWP) is a public charter school in the Piner-Olivet Union School District in Santa Rosa, California. NWP's Project-Based Learning program focuses on providing a personalized and meaningful education for approximately 80 students in grades 7-12 by using an integrated, multi-disciplinary Project-Based Program of Inquiry. Northwest Prep also offers a K-12 Homestudy program serving approximately 44 student focused on providing 1:1 support for students, offering individualized curriculum and schedule flexibility, as well as accommodating various learning styles. 16% of our students are English Learners and 46% are socioeconomically disadvantaged. Much effort is given at NWP to support effective instructional practices which provide our students with a child-centered, standards-based education that also incorporates our seven district student outcomes of Personal Integrity, Productive Collaboration, Critical and Creative Thinking, Effective Communication, Reflective Learning, Citizenship and Global Responsibility, and Resiliency and Drive. Northwest Prep and the Piner-Olivet Union School District (POUSD) were seriously impacted by the Northern California wildfires in 2017. The Tubbs Fire destroyed over 5,500 structures and Coffey Park, a neighborhood directly across the street from our district office (one of the most densely populated areas in Santa Rosa affected by the fire). About 1,500 homes were destroyed in the small neighborhood. Many of our students and staff were directly impacted by the fires. Since then we have had Air Quality closure days where we had to close schools, PG&E power shut off days where we have had to close schools, flooding in the near by Russian River (Feb 2019), Kincade Fire (Oct 2019) that devastated

a close by community to our north, COVID-19 pandemic (March 2020-ongoing) that resulted in the closure of schools and transition to distance learning and then a transition to hybrid learning, Walbridge Fire (Aug 2020) that impacted another close by community to our north, and Glass Fire (Sept 2020) that devastated a close by community to our east. Our community has been greatly impacted and social-emotional support continues to be a top priority for our district.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

On the 2019 CA Dashboard, the state indicators for which overall performance was in the “Blue” or “Green” performance category were: Suspension Rate was green for the following subgroups: All Students decreased 6.5%; Socio-economically disadvantaged students decreased by 3.1%; and White students, decreased 17.4% (blue). English Language Arts was “blue” for the following subgroups: All students increased 24.4 points (blue), white students increased 32 points (blue), English Learners increased 19 points (green), Hispanic increased 26 points (green); and Socio-economically disadvantaged increased 19 points (green), . English Learner Progress was at the “Very High Level” with 80% of students making progress towards English Language proficiency. All local indicators on the 2019 CA Dashboard “met” the standard. There is no data on the CA Dashboard Data available for 2020 or 2021.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

On the 2019 CA Dashboard, the state indicators for which overall performance was in the “Red” or “Orange” performance category were: Orange Performance Color for Chronic Absenteeism Rate: All Students: increased 0.6% to 12%; English Language Arts: declined 23 points to 33points below standard (please note this in only grades 7-8,11). There were no indicators at the Red Performance Color. These data points were pre-COVID and are not able to be compared for 2019-2020 and the 2020-2021 school year. We anticipate a decrease in chronic absenteeism rate and suspension rates as students come back to school in-person 5 days a week after not being able to be in-person for over a year.

To improve each of the areas above we believe all of these new LCAP Goals will help to fully engage our learners:

- LCAP Goal 1: Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement.
- LCAP Goal 2: Support the social-emotional and physical well-being of all and recognize each person’s inherent value.
- LCAP Goal 3: Strengthen our community by embracing change and cultivating a growth mindset.

There were no local indicators where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. There was only one state indicators for which performance for any student group was two or more performance levels below the “all student” performance: Suspension Rate: Hispanic Students were at the Orange performance level (increased 0.9% to 4.4%) which was two below the green indicator for all

students. There is no data on the CA Dashboard Data available for 2020 or 2021.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Goal 1: Learning Experiences: Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement.

- Classroom Environment & Culture
- Student Engagement
- Dynamic Learning Experiences
- Curriculum and Pedagogy
- Assessment for Student Learning
- Professional Learning
- Leadership Development
- Family & Community Engagement

Goal 2: Well-Being: Support the social-emotional and physical well-being of all and recognize each person's inherent value.

- Whole Child Nurturance
- Lifelong Wellness
- Tools for Families
- Safe Environment

Goal 3: Community: Strengthen our community by embracing change and cultivating a growth mindset.

- Community Partnerships
- After School Engagement
- Technology
- School Culture

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

## ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

## ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

- The Director of Innovative Learning presented the LCAP to the District English Language Advisory Committee (DELAC) for review and comments in May 2022.
- The principal presented the LCAP to School Site Council (SSC) for review and comments in April 2022.
- The superintendent presented the LCAP to the Parent Advisory Committee (known as PTO) for review and comment in May 2021, the superintendent then responded, in writing, to comments received from the parent advisory committee
- The superintendent presented the LCAP to the English Learner Parent Advisory Committee for review and comment in May 2021, the superintendent then responded, in writing, to comments received from the English Learner Parent Advisory Committee
- The superintendent notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP using the most efficient method of notification possible (does not need to be printed or mailed)
- School Plans: N/A the LCAP serves as the School Plan as it is a single school LEA.
- The superintendent consulted with its special education local plan area administrator in May 2021 to determine that specific actions for individuals with exceptional needs are included and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs.
- The governing board held one public hearing (June 2, 2021) to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan was available for public inspection. The public hearing was held at the same meeting as the public hearing for Budget Adoption)
- The governing board adopted the LCAP in a public meeting (June 16, 2021). This meeting was held after, but not on the same day as, the public hearing. This meeting was the same meeting that the governing board adopted a budget.

\*items above are required by CA Education Code 52062

- Design Team (Nov 15-16, 2018; Jan 16-17, 2019; March 28-19, 2019; Sept 26-27, 2019; Nov 8, 2019)
- Teachers provided input on LCAP in the following ways: staff meeting, future-focused professional development process, survey, local bargaining unit (May 2019, April 2021)
- Administrators provided input on the LCAP in the following ways: Leadership Team Meeting, Cabinet Meetings (May 5, 2020; June 5, 2020)
- Students provided input on the LCAP in the following ways: surveys, meetings, discussions
- Classified provided input on the LCAP in the following ways: surveys, local bargaining unit (May 2019, April 2021)
- Site Councils provided input on the LCAP (April/May 2021)

A summary of the feedback provided by specific educational partners.

The "Design Team" utilized feedback from all stakeholder groups to finalize the goals and actions during the 2019-2020 school year (before COVID). It is important to note that LCAP Goal 2 "Support the social-emotional and physical well-being of all and recognize each person's inherent value" of our LCAP is particularly important to our community as we have experienced significant emotional strain over the past 4 years. The goals and actions were then reviewed prior to the 2021-2022 adoption to ensure that these goals and actions continued to be relevant in a post-COVID environment.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

All LCAP Goals and Actions were revamped during the 2019-2020 school year for the 2020-2021 LCAP cycle. However, these goals and actions were not officially put into place until the 2021-2022 LCAP cycle (current cycle) due to the LCAP cycle being put on pause for the 2020-2021 school year. All educational partners were important in the development of our goals and actions. Out of extensive future focus professional development and discussion we collaboratively developed the goals and actions listed in this LCAP. All educational partners groups reviewed and approved the plan.

# Goals and Actions

## Goal

Goal #	Description
1	Learning Experiences: Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement.

An explanation of why the LEA has developed this goal.

The goal was developed based on stakeholder input and ensuring state priorities are met. The Design Team developed this goal and actions based on stakeholder feedback. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). The following priority areas align with the stakeholder value of exceptional learning experiences: Priority 1 – Basics (Teachers, Instructional Materials), Priority 2 – Implementation of Academic Standards, Priority 4 – Performance on Standardized Tests, Priority 5 – Pupil Engagement , and Priority 7 – Access to a Broad Course of Study. If completed and achieved, the actions and metrics grouped together demonstrate all the component necessary for providing learning experiences that increase students achievement, engagement and preparedness for their future.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA Academic Indicator	Use Year 1 Data	End of Year Data 2021-2022: 7th: 8th: 9th: 30% 10th: 45% 11th: 75% 12th: 44%			Each student achieving + 50% STAR grade-level equivalency each school year
Math Academic Indicator	Mid Year Data 2021-2022: 7th:	End of Year Data 2021-2022: 7th:			Each student achieving + 50% STAR grade-level



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8th: 50% 9th: 33% 10th: 57% 11th: 12th:	8th: 9th: 43% 10th: 75% 11th: 100% 12th: 50%			equivalency each school year
EL Progress (CA Dashboard)	Status: 80% Progress Level: Very High	No CA Dashboard Data Available			Achieve 5% growth by the end of Year 3
Reclassification Rate	2019: 15 EL students at NWP	No CA Dashboard Data Available			100% of Level 4 students will be RFEP'd within 3 years.
Standards Aligned Materials % of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100%	100%			Continue to reach 100% rate for student access to standards aligned materials
Facilities in Good Repair (FIT Report)	100%	73%			Work to reach 100% rate for FIT rating
# of Williams Complaints	0	0			Continue to reach 0 Williams Complaints

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# instances where facilities do not meet the "good repair" standard	0	73%			Work to reach 100% rate for FIT rating
Broad Course of Study	100%	100%			Continue to reach 100% benchmark
Misassignment of teachers	0	0			Continue to have 0 misassignment of teachers

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Classroom Environment & Culture	<p>Provide each student with a highly qualified teaching staff to support learning and positive school climate/culture:</p> <ul style="list-style-type: none"> <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> </ul>	\$561,987.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <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>		
1.2	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>• Principal time-.60 FTE</li> <li>• Highly Qualified Teachers appropriately assigned</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>	\$112,934.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Dynamic Learning Experiences	<p>Engage all students in dynamic learning experiences that align with state standards and embrace competencies such as critical thinking and problem-solving that carry into other domains of life:</p> <ul style="list-style-type: none"> <li>• Summer School - Highly qualified administrator to manage &amp; oversee program</li> <li>• Summer School - Food Service Assistant to support with food service</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>		No
1.4	Curriculum and Pedagogy	<p>Showcase student learning, exhibitions/performances by providing necessary equipment and supplies.</p> <p>Adopt and integrate research-based curriculum and pedagogy that are tied to California State Standards and Framework which supports high student achievement and engagement.</p>	\$3,957.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <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>		
1.5	Assessment for Student Learning	Assessment cycles are continually utilized by educators and students to ensure learning activities lead to student success. Teachers use assessment results to modify curriculum and learning activities to address student needs.	\$2,411.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Administer ELPAC test to assess ELD level</li> <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>		
1.6	Professional Learning	<p>Ensure every educator is highly effective and ever-developing in their role, and an active member of effective, collaborative teams that engage in future-focused professional learning:</p> <ul style="list-style-type: none"> <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>	\$20,983.00	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>   <li>• Director of Innovative Learning (allocation .07)</li> <li>• Teachers will participate in 1:1 meetings on Student Assessment Team Meetings (Site Based) to review EL data to inform instruction and provide goals for students.</li> <li>• 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.</li> </ul>		
1.7	Leadership Development	<p>Support leaders in building student-focused, growth- oriented, trust-based cultures where innovation and learning flourish.</p> <ul style="list-style-type: none"> <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> </ul>		No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <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>		
1.8	Family & Community Engagement	<p>Create opportunities to participate in a productive and ongoing, multi-directional dialogue to enhance home-school understanding, and support students' accessing future-forward education.</p> <ul style="list-style-type: none"> <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.

This goal was carried out by beginning to implement the 3 year LCAP cycle such as implementing summer school, intervention materials, our math adoption and technology software. There were no substantive differences in the planned actions and actual implementation of actions. The following school year we will be implementing National Geographic materials to support our English Language Learners.



An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences between Budgeted Expenditures and Estimated Actual Expenditures were due to several reasons such as not fully implementing actions and/or estimated actuals were either more or less than budgeted.

An explanation of how effective the specific actions were in making progress toward the goal.

At this point of time in the LCAP, it is too early to report if the specific actions were effective in making progress towards goal one due to COVID-19 pandemic and using year one as a baseline for the next two years.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There were no changes at this time made to the planned goal, metrics, desired outcomes, or actions for the coming year besides implementing National Geographic materials to support our English Language Learner students.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
2	Well-Being: Support the social-emotional and physical well-being of all and recognize each person's inherent value.

An explanation of why the LEA has developed this goal.

The goal was developed based on stakeholder input and ensuring state priorities are met. The Design Team developed this goal and actions based on stakeholder feedback. All of our stakeholders want to prioritize social-emotional support and physical well-being. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). The following priority areas align with the stakeholder value of a well rounded educational program: Priority 5 – Pupil Engagement, and Priority 6 – School Climate. If completed and achieved, the actions and metrics grouped together demonstrate all the component necessary for ensuring the healthy well-being of our students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	Attendance Rate (1st 6 months of 2021-2022): PBL-90%, OA-99%, HS 98%	Aug. 2021- May. 2022: 43.15%			Achieve an attendance rate of 95%+
Chronic Absenteeism Rate	2019: 12%	Unavailable: No CA Dashboard update in 2021			Achieve Chronic Absenteeism rate of 10%-
Suspension Rate	2019: 2.4%	Unavailable: No CA Dashboard update in 2021			Decline by at least 0.3%, until 1% is reached.
Expulsion Rate	0%	0%			Maintain a 0% Expulsion Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% feel school is welcoming and friendly	N/A- My Voice Survey	My school creates a friendly environment: 97% (Youth Truth Survey Results- parent results)			<1% result on subsequent surveys

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Whole Child Nurturance	<p>Provide comprehensive student-centered programs that recognize each student’s inherent value, meet the wellness needs of students, and infuse social-emotional learning opportunities into daily experiences</p> <ul style="list-style-type: none"> <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>• Provide counseling for all students as needed.</li> <li>• SEL curricula integrated in classroom</li> <li>• Encourage site-based focus on Restorative Practices</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 personal and group basis to unduplicated pupils.</p>	\$45,213.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Lifelong Wellness	<p>Provide opportunities and experiences for staff to understand and support their own and each other's social, emotional, and physical wellness.</p> <ul style="list-style-type: none"> <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>		
2.3	Tools for Families	<p>Enhance educational opportunities for all families by providing them with tools and strategies for addressing their student's emotional, social, and physical needs.</p> <ul style="list-style-type: none"> <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>		
2.4	Safe Environment	Custodial staff will establish and maintain a physically safe environment.	\$48,165.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <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>		

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal was carried out by beginning to implement the 3 year LCAP cycle such as working towards equity minded, using SEL curriculum and maintaining a safe environment through our supervision and custodial/maintenance staff.  
There were no substantive differences in the planned actions and actual implementation of the actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences between Budgeted Expenditures and Estimated Actual Expenditures were due to several reasons such as not fully implementing actions and/or estimated actuals were either more or less than budgeted.

An explanation of how effective the specific actions were in making progress toward the goal.

At this point of time in the LCAP, it is too early to report if the specific actions were effective in making progress towards goal two due to COVID-19.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There were minimal changes at this time made to the planned goal, metrics, desired outcomes, or actions for the coming year. One of the metrics we are now using the Youth Truth Survey instead of the My Voice Survey. The new question from families is: My school creates a friendly environment. We are working on making progress on that question through our equity work.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
3	Community: Strengthen our community by embracing change and cultivating a growth mindset.

An explanation of why the LEA has developed this goal.

The goal was developed based on stakeholder input and ensuring state priorities are met. The Design Team developed this goal and actions based on stakeholder feedback. All of our stakeholders wanted to prioritize strengthening our community. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). The following priority areas align with the stakeholder value community: Priority 3 – Parent Engagement, Priority 5 – Pupil Engagement, and Priority 6 – School Climate. If completed and achieved, the actions and metrics grouped together demonstrate all the component necessary for ensuring a school culture beneficial to our students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement (Local Indicator)	"Met" (see local indicators for detailed report)	Baseline: Youth Truth Survey: 7th-8th: 64% Family Engagement 9th-12th: 65% Family Engagement			Exceed 64% rating on survey for % of students who are engaged with the school community
% of staff who feel like a valued member of school community	91%	Baseline: Youth Truth Survey: 7th-8th: 55% Student Engagement 9th-12th: 65% Student Engagement			Exceed 65% rating on survey for % of students who are engaged with the school community

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of staff who feel PD is important to educational growth	82%	Baseline: Youth Truth Survey: 7th-8th: 71% Student Belonging and Peer Collaboration 9th-12th: 61% Student Belonging and Peer Collaboration			Exceed 71% rating on survey for % of students who feel belonging in their school community
% of staff work in a collaborative manner	91%	Baseline: Youth Truth Survey: 100% Staff Engaged			Maintain 100% rating on survey for % of staff who are engaged with the school community
% of students have access to a technology device	100%	100%			Maintain 100% regarding % of students have access to a technology device

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Partnerships	<p>Enhance learning opportunities for students through community partnerships to learn about their world and serve as active participants in their community:</p> <ul style="list-style-type: none"> <li>• Transportation (school buses) will be provided for students during off-campus community learning events.</li> <li>• Food/refreshments will be provided during evening Community Forums and Parent Workshops.</li> <li>• Expand partnerships with community agencies for social-emotional needs in all schools, civic engagement, and future focused world experiences.</li> </ul>	\$540.00	No



Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <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>		
3.2	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> <li>• Coordinate with community organizations and families to increase access to a variety of extracurricular activities.</li> </ul>		
3.3	Technology	<p>Acquire, maintain, and utilize current technology to increase communication between schools and community, and to improve educational opportunities for students.</p> <ul style="list-style-type: none"> <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> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <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>		
3.4	School Culture	<p>Co-create a culture of open-hearted and open-minded listening that generates a compassionate and courageous community oriented toward collective action and shared responsibility. Build trust through transparency and honesty.</p> <ul style="list-style-type: none"> <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 Youth Truth Surveys to elicit parents' and students' feedback and input. Nurse contracted through SCOE</p>	\$4,068.00	Yes

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal was carried out by beginning to implement the 3 year LCAP cycle such as improving our district and all school site websites, purchasing multiple software licenses to aid in student learning and conducting the Youth Truth Survey. There were no substantive differences in the planned actions and actual implementation of the actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences between Budgeted Expenditures and Estimated Actual Expenditures were due to several reasons such as not fully implementing actions and/or estimated actuals were either more or less than budgeted.

An explanation of how effective the specific actions were in making progress toward the goal.

At this point of time in the LCAP, it is too early to report if the specific actions were effective in making progress towards goal three due to COVID-19.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There were no changes made to the planned goal. However, there were changes made to the metrics and desired outcomes due to a different survey being used. We no longer are using My Voice Survey rather we are now using the county wide YouthTruth Survey results thus, resulting in different metrics and desired outcomes. The new metrics are based on the categories of engagement with students, families, staff and how students are feeling about belonging in their school community. We are using this year as a baseline due to the new survey and will work on increasing the percentages in the next few years based on our equity work.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.  
 A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.  
 A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
107210	0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.02%	0.00%	\$0.00	9.02%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

### PRINCIPALLY DIRECTED TO SERVE ENGLISH LEARNERS

Needs, Conditions, Circumstances: (no CA Dashboard Data available for 2020 or 2021)

- 16% of our school community are English Language Learners (19 students)
- 91% of the English Learners have a primary language of Spanish.
- 80% of English Learners are making progress towards English Language Proficiency according to the CA 2019 Dashboard.
- 4 out of 17 English Learners were considered LTEL (Long Term English Learner) in 2019-2020.
- We reclassified (RFEP's) 2 students in 2020-2021 and 1 student in 2021-2022.
- We want to increase the educational outcomes and opportunities of our English Learners

### Actions

- Professional development to support providing designated and integrated ELD and to identify and implement a core set of practices based on our curriculum.
- Provide Supplemental Materials and Educational Software
- Provide Materials for Newcomer Support



- Targeted 1:1 teacher meetings with administration to analyze data and create targeted goals

#### Expected Outcomes

- Maintain a low number of LTEL students (Long Term English Learner)
- At least 65% of students are making making progress on the ELPAC as determined by the "English Learner Progress Indicator"
- Increase in the percent of English Language Learner students who are considered "proficient" according to STAR Reading

#### PRINCIPALLY DIRECTED TO SERVE LOW-INCOME AND FOSTER YOUTH STUDENTS

Needs, Conditions, Circumstances: (no CA Dashboard Data available for 2020 or 2021)

- The demographics of our school community are: 46% low-income (50 students), 0% Foster Youth (0 students)
- On the 2019 CA Dashboard the percent of low-income students suspended decreased by 3.2%
- Low-income students were disproportionately impacted by COVID-19
- Low-income students have additional needs related to health and wellness, nutrition, social-emotional wellbeing, and academic support.

#### Actions

- Provide counseling services: social-emotional, behavioral, self- regulation, and positive social relationships.
- Provide multiple tiers of intervention (academic, behavioral). and Professional development for targeted instruction to build proficiency in CCSS and MTSS support for students who need interventions in academics, emotional and/or behavioral.
- Ensure students have access to technology to develop digital literacy and academic support
- Provide Supplemental Materials/Software
- Targeted 1:1 teacher meetings with administration to analyze data and create targeted goals

#### Expected Outcomes

- Low-income students maintain an attendance rate of 96% or above.
- Increase in the percent of low-income students who are considered "proficient" according to STAR Reading

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Northwest Prep is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, EL and foster youth at the school site, and ensuring that funds are spent to benefit these subgroups of students. Based on staff and stakeholder

feedback and research on effective practices we are implementing more than 10 LCAP Action/Services to improve services for the low income, English learner and foster youth including using a portion of the LCFF Supplemental dollars for site allocations based on the number of unduplicated youth served to allow sites to implement site specific solutions based on unique site needs, and site stakeholder input.

The services for foster youth, low-income and EL students has increased in quality as demonstrated by the following data points (please note that due to the small school some of subgroups show on the dashboard as not numerically significant to provide performance data):

On the 2019 CA Dashboard: (no CA Dashboard Data available for 2020 or 2021)

- 80% of English learners are making progress towards English Language Proficiency (which is considered "Very High" and well above the state average of 48%)
- On the 2019 CA Dashboard the percent of low-income students suspended decreased by 3.2%

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:143	n/a
Staff-to-student ratio of certificated staff providing direct services to students	1:20	n/a

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$796,401.00	\$3,957.00			\$800,358.00	\$795,761.00	\$4,597.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Classroom Environment & Culture	All	\$561,987.00				\$561,987.00
1	1.2	Student Engagement	English Learners	\$112,934.00				\$112,934.00
1	1.3	Dynamic Learning Experiences	All					
1	1.4	Curriculum and Pedagogy	All		\$3,957.00			\$3,957.00
1	1.5	Assessment for Student Learning	English Learners	\$2,411.00				\$2,411.00
1	1.6	Professional Learning	English Learners Low Income	\$20,983.00				\$20,983.00
1	1.7	Leadership Development	All					
1	1.8	Family & Community Engagement	English Learners Foster Youth Low Income	\$100.00				\$100.00
2	2.1	Whole Child Nurturance	English Learners Foster Youth Low Income	\$45,213.00				\$45,213.00
2	2.2	Lifelong Wellness						
2	2.3	Tools for Families						
2	2.4	Safe Environment	All	\$48,165.00				\$48,165.00
3	3.1	Community Partnerships	All	\$540.00				\$540.00
3	3.2	After School Engagement						
3	3.3	Technology						

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.4	School Culture	English Learners Foster Youth Low Income	\$4,068.00				\$4,068.00

## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1188846	107210	9.02%	0.00%	9.02%	\$185,709.00	0.00%	15.62 %	<b>Total:</b>	\$185,709.00
								<b>LEA-wide Total:</b>	\$185,709.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Student Engagement	Yes	LEA-wide	English Learners	All Schools	\$112,934.00	
1	1.5	Assessment for Student Learning	Yes	LEA-wide	English Learners	All Schools	\$2,411.00	
1	1.6	Professional Learning	Yes	LEA-wide	English Learners Low Income	All Schools	\$20,983.00	
1	1.8	Family & Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100.00	
2	2.1	Whole Child Nurturance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,213.00	
3	3.4	School Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,068.00	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$579,278.00	\$760,741.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Classroom Environment & Culture	No	\$407,784.00	535784
1	1.2	Student Engagement	Yes	\$77,874.00	110935
1	1.3	Dynamic Learning Experiences	No	\$3,000.00	3516
1	1.4	Curriculum and Pedagogy	No	\$4,606.00	2106
1	1.5	Assessment for Student Learning	Yes	\$250.00	2135
1	1.6	Professional Learning	Yes	\$10,750.00	10659
1	1.7	Leadership Development	No		0
1	1.8	Family & Community Engagement	Yes	\$100.00	0
2	2.1	Whole Child Nurture	Yes	\$43,566.00	43183
2	2.2	Lifelong Wellness			0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Tools for Families			0
2	2.4	Safe Environment	No	\$29,948.00	48162
3	3.1	Community Partnerships	No	\$1,000.00	539
3	3.2	After School Engagement			0
3	3.3	Technology			0
3	3.4	School Culture	Yes	\$400.00	3722

**2021-22 Contributing Actions Annual Update Table**

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
113193	\$132,940.00	\$161,349.00	(\$28,409.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Student Engagement	Yes	\$77,874.00	101651	0	0
1	1.5	Assessment for Student Learning	Yes	\$250.00	2136	0	0
1	1.6	Professional Learning	Yes	\$10,750.00	10659	0	0
1	1.8	Family & Community Engagement	Yes	\$100.00	0	0	0
2	2.1	Whole Child Nurture	Yes	\$43,566.00	43182	0	0
3	3.4	School Culture	Yes	\$400.00	3721	0	0



**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1233303	113193	0	9.18%	\$161,349.00	0.00%	13.08%	\$0.00	0.00%

## Agenda Item Summary

Action Item: <b>8.13 Approval of Naming of Facility</b>
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Special Meeting of: June 22, 2022	Action Item	Report Format: Oral
Attachment: BP 7310 Facilities		

**Presented by:** Dr. Steve Charbonneau

**Background**

Per Piner-Olivet Union School District Board Policy 7310 Facilities, The Governing Board shall name schools or individual buildings in recognition of: Individuals, living or deceased, who have made outstanding contributions to the county, community, district.

**Details**

The Mardi Hinton Playground & Eating Facility

In recognition of your years of dedication and caring service to the students of the Piner-Olivet Union School District, 2022.

**Recommendation**

Approve Naming of Facility

**Policy 7310: Naming Of Facility**

**Status:** ADOPTED

**Original Adopted Date:** 09/24/2019

The Governing Board shall name schools or individual buildings in recognition of:

1. Individuals, living or deceased, who have made outstanding contributions to the county, community, district; or
2. Individuals, living or deceased, who have made contributions of state, national or worldwide significance; or
3. The geographic area in which the school or building is located

The Board encourages community participation in the process of selecting names. A citizen advisory committee shall be appointed to review name suggestions and submit recommendations for the Board's consideration.

(cf. 1220 - Citizen Advisory Committees)

No school facility shall be given the name of a commercial development unless the name existed in the area prior to the development.

The renaming of existing schools or major facilities shall occur only under extraordinary circumstances and after thorough study.

**Memorials**

Upon request, the Board shall consider naming buildings, parts of buildings or athletic fields in honor of the contributions of students, staff members and community members who have been deceased for at least one year.

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**PINER-OLIVET UNION SCHOOL DISTRICT**  
**3450 COFFEY LANE**  
**SANTA ROSA, CA 95403**  
**REGULAR MEETING – GOVERNING BOARD MINUTES**  
**June 8, 2022**

**1. CALL TO ORDER**

The regular meeting of the Governing Board of the Piner-Olivet Union School District was called to order at 5:00 p.m., Wednesday, June 8, 2022, in Board Conference Room 24 at Schaefer Elementary School. Vice President, Cindy Pryor, presided.

**2. ROLL CALL**

*Governing Board*

Mardi Hinton, President ABSENT  
Cindy Pryor, Vice-President PRESENT  
Janae Franicevic, Clerk PRESENT  
Tony Roehrick, Ed.D., Member PRESENT  
Toni Smith, PRESENT

*Staff*

Dr. Steve Charbonneau, Superintendent and  
Secretary to the Board  
Dr. Kay Vang, Chief Business Official  
Cathy Manno, Executive Assistant

**3. PUBLIC COMMENT ON CLOSED SESSION AGENDA**

There was no public comment.

**4. ADJOURNMENT TO CLOSED SESSION**

The meeting adjourned to Closed Session at 5:07 p.m.

**5. CLOSED SESSION**

5.1 With respect to every item of business discussed in closed session pursuant to Gov. Code Section 54957:

5.1.1 PUBLIC EMPLOYMENT DISCIPLINE/DISMISSAL/RELEASE  
(No additional information required)

5.1.2 PUBLIC EMPLOYMENT-EMPLOYMENT/APPOINTMENT  
Title: Teacher, District Nurse, PAIL/Traffic/Yard Dty/Health Tech

5.1.3 PUBLIC EMPLOYEE PERFORMANCE EVALUATION  
Title: Superintendent

5.2 With respect to every item of business discussed in closed session pursuant to Gov. Code Section 54957.6:

5.2.1 CONFERENCE WITH LABOR NEGOTIATOR

Name of Agency Negotiator: Dr. Steve Charbonneau

Name of organization representing employees: Piner-Olivet Educators' Association, CTA Affiliate

5.2.2 CONFERENCE WITH LABOR NEGOTIATOR

Name of Agency Negotiator: Dr. Steve Charbonneau

Name of organization representing employees: Piner-Olivet Classified Association, CSEA Affiliate

5.2.3 CONFERENCE WITH LABOR NEGOTIATOR

Name of Agency Negotiator: Dr. Steve Charbonneau

Name of organization unrepresented employees: Confidential, Supervisory, Administrative Staff

**6. RECONVENE TO PUBLIC MEETING**

The meeting reconvened to Open Session at 6:03 p.m.

**7. REPORT OF CLOSED SESSION ACTION, IF ANY**

Ms. Pryor commented that no action was taken in Closed Session.

**8. FLAG SALUTE**

**9. A.GENDA MODIFICATIONS**

There were none.

**10. COMMUNICATIONS, PETITIONS AND DELEGATIONS**

There was no public comment.

**11. COMMENTS FROM THE GOVERNING BOARD**

There were none.

**12. SUPERINTENDENT’S REPORT**

12.1 Announcements

Dr. Charbonneau gave an update on summer school, bond projects, and Transitional Kindergarten.

**13. ASSOCIATION REPORTS**

13.1 POEA

The Association updated the Board on their recent activities.

13.2 POCA

There was no association report.

**14. BOARD POLICIES**

There were none.

**15. DISCUSSION/INFORMATION ITEMS**

There were none..

**16. ACTION ITEMS**

16.1 Acknowledge Sunshing of 2022-2023 Contract Openers from the Piner-Olivet Classified Association (POCA)

Ms. Pryor acknowledged the 2022-2023 Contract Openers from the Piner-Olivet Classified Association (POCA).

16.2 Approval of Resolution # 564 to Reduce Cash Flow Reserve

Dr. Charbonneau commented that the Governing Board has committed funds in reserve for cash flow purposes at 11%. Effective 2022-2023, the district is recommending a reduction in committed funds for cash flow from 11% to 4% in order to meet the needs of schools. Resolution # 564 to Reduce Cash Flow Reserve (from 11% to 4%) was approved on the motion of Dr. Roerick, seconded by Ms. Franicevic, all aye.

Roll call vote: Ms. Franicevic- aye, Ms. Hinton – absent, Ms. Pryor- aye, Dr. Roehrick – aye, Ms. Smith – aye

16.3 Approval of Resolution # 565 A Resolution of the Piner Olivet Governing Board of the Piner Olivet Union School District Increasing School Facilities Fees

Resolution # 565 A Resolution of the Piner Olivet Governing Board of the Piner Olivet Union School District Increasing School Facilities Fees was approved as presented on the motion of Ms. Franicevic , seconded by Ms. Smith, all aye.

Roll call vote: Ms. Franicevic- aye, Ms. Hinton – absent, Ms. Pryor- aye, Dr. Roehrick – aye, Ms. Smith – aye

16.4 Approval of Resolution #566 /Authorizing the District and Charter Schools to Make Transfers Between Fund Balances and Expenditures at Closed of Year

Resolution # 566 Authorizing the District and Charter Schools to Make Transfers Between Fund Balances and Expenditures at Closed of Year was approved as presented on the motion of Ms. Smith, seconded by Dr. Roerick, all aye.

Roll call vote: Ms. Franicevic- aye, Ms. Hinton – absent, Ms. Pryor- aye, Dr. Roehrick – aye, Ms. Smith – aye

16.5 Approval of Resolution #567 Declaring Indefinite Salaries for 2022-2023

Resolution #567 Declaring Indefinite Salaries for 2022-2023 was approved as presented on the motion of Ms. Franicevic, seconded by Ms. Smith , all aye. Roll call vote: Ms. Franicevic- aye, Ms. Hinton – absent, Ms. Pryor- aye, Dr. Roehrick – aye, Ms. Smith – aye

16.6 Approval of Resolution #568 Piner-Olivet Union School District, State of California, Adopting a Conflict of Interest Code

Resolution #568 Piner-Olivet Union School District, State of California, Adopting a Conflict of Interest Code was approved as presented on the motion of Ms. Franicevic, seconded by Ms. Smith, all aye.

Roll call vote: Ms. Franicevic- aye, Ms. Hinton – absent, Ms. Pryor- aye, Dr. Roehrick – aye, Ms. Smith – aye

16.7 Approval of Resolution #569 Specifications of the Election Order

Resolution #569 Specifications of the Election Order was approved as presented on the motion of Ms. Smith, seconded by, Dr. Roehrick , all aye.

Roll call vote: Ms. Franicevic- aye, Ms. Hinton – absent, Ms. Pryor- aye, Dr. Roehrick – aye, Ms. Smith – aye

16.8 Approval of Governance Calendar

The Governance Calendar was approved as presented on the motion of Dr. Roehrick, seconded by, Ms. Franicevic , all aye.  
Roll call vote: Ms. Franicevic- aye, Ms. Hinton – absent, Ms. Pryor- aye, Dr. Roehrick – aye, Ms. Smith – aye

16.9 Consideration to Approve the Suspension of the POUUSD’s Governing Board Staffing Standards.

The Suspension of the POUUSD’s Governing Board Staffing Standards was approved on the motion of Ms. Smith and seconded by, Dr. Roehrick, all aye.

Roll call vote: Ms. Franicevic- aye, Ms. Hinton – absent, Ms. Pryor- aye, Dr. Roehrick – aye, Ms. Smith – aye

16.10 Public Hearing on the 2022-2023 Budget for the Piner-Olivet Union School District, Olivet Elementary Charter School, Schaefer Charter School, Northwest Prep Charter School, and the Piner-Olivet Charter School and Statement of Reasons for Excess Reserves

Dr. Vang reviewed the budget highlights and Statement of Reasons for Excess Reserves. Ms. Pryor opened the Public Hearing on the 2022-2023 Budget for the Piner-Olivet Union School District, Olivet Elementary Charter School, Schaefer Charter School, Northwest Prep Charter School, and the Piner-Olivet Charter School and Statement of Reasons for Excess Reserves. There were no comments. Ms. Pryor Closed the Public Hearing.

16.11 Public Hearing on 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Piner-Olivet Union School District

Dr. Charbonneau reviewed the 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Olivet Union School District. Ms. Pryor opened the Public Hearing on 2022-2023 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.

16.12 Public Hearing on 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Olivet Elementary Charter School

Dr. Charbonneau reviewed the 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for Olivet Elementary Charter School. Ms. Pryor opened the Public Hearing on 2022-2023 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.

16.13 Public Hearing on 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Schaefer Charter School

Dr. Charbonneau reviewed the 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Schaefer Charter School. Ms. Pryor opened the Public Hearing on 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for Schaefer Charter School. There were no comments. Ms. Pryor Closed the Public Hearing.

16.14 Public Hearing on 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Piner-Olivet Charter School

Dr. Charbonneau reviewed the 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Piner-Olivet Charter School. Ms. Pryor opened the Public Hearing on 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Piner-Olivet Charter School. There were no comments. Ms. Pryor Closed the Public Hearing.

16.15 Public Hearing on 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for the Northwest Prep Charter School

Dr. Charbonneau reviewed the 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for Northwest Prep Charter School. Ms. Pryor opened the Public Hearing on 2022-2023 Local Control Accountability Plan (LCAP) and Budget Overview for Parents for Northwest Prep Charter School. There were no comments. Ms. Pryor Closed the Public Hearing.

16.16 Approval of 2022-2023 Budget Development and Operations Calendar

The 2022-2023 Budget Development and Operations Calendar was approved as presented on the motion of Ms. Smith, seconded by Ms. Franicevic, all aye.

Roll call vote: Ms. Franicevic- aye, Ms. Hinton – absent, Ms. Pryor- aye, Dr. Roehrick – aye, Ms. Smith – aye

**17. CONSENT ITEMS**

The following consent items were approved with on the motion of Dr. Roehrick, seconded by Ms. Smith, all aye.  
Roll call vote: Ms. Franicevic- aye, Ms. Hinton – absent, Ms. Pryor- aye, Dr. Roehrick – aye, Ms. Smith – aye

- 17.1 The minutes of the Regular Board meeting held May 11, 2022,
- 17.2 The minutes of the Special Board meeting held May 19, 2022
- 17.3 The Personnel Action Report,
- 17.4 The Vendor warrants, and
- 17.5 The Routine Budget Updates
- 17.6 The Contract between POUSD and PresenceLearning for Speech and Language Services from July 1, 2022 through June 30, 2023, and
- 17.7 The MOU between POUSD and Sonoma County Family YMCA Summer School/CAMP at Jack London from June 9, 2022 - July 8, 2022.

**18. ROUND TABLE COMMENTS FROM THE GOVERNING BOARD**

Governing Board members commented that it was great to be back in person.

**19. DATES AND FUTURE AGENDA ITEMS**

- 19.1 Next Special Board Meeting – June 22, 2022 at 6:00 pm.

**21. PUBLIC COMMENT ON CLOSED SESSION**

There was no Closed Session.

**22. RECESS TO CLOSED SESSION**

**23. RECONVENE TO PUBLIC MEETING**

**24. REPORT OF CLOSED SESSION ACTION NOT ON THE ACTION AGENDA**

**25. ADJOURNMENT**

The meeting adjourned at 7:19 p.m.

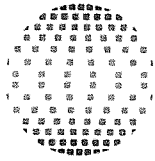
Respectfully submitted,

APPROVED:

Dr. Steve Charbonneau  
Secretary to the Board

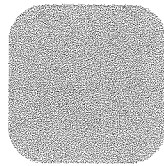
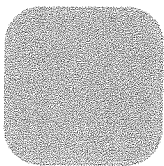
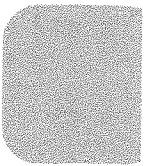
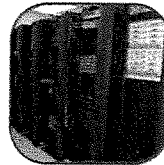
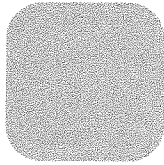
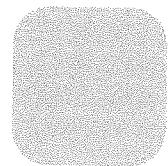
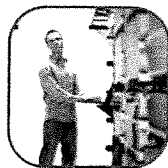
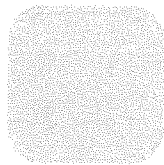
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Janae Franicevic, Clerk of the Board



**AMS.NET**  
Technology Solution Provider

## Technology Solution Proposal



Celebrating More Than **30** Years

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[www.ams.net](http://www.ams.net)

## Executive Summary

### Introduction

The AMS.NET team is pleased to have the opportunity to present the following proposal to Piner-Olivet Union School District. Our proposal details the products, technologies, and services offered by our organization. The solutions proposed are based on our discussions with Piner-Olivet Union School District and our extensive experience delivering business outcomes to similar organizations for more than 25 years. Our industry expertise, technology vision and people enable us to deliver a unique customer experience and successful implementation.

AMS.NET, Inc. is able to provide a full line of products, services and support for the following technologies:

- Collaboration/Video
- Paging/Messaging
- Wireless/Mobility
- Network Infrastructure/Storage
- Data Center/Virtualization
- Network Security/Content Security/Cyber Threat
- Physical Security/Video Surveillance
- Structured Wiring
- Maintenance/Managed Services

Please refer to our customer price quote that is included in this proposal for specific manufacturers, parts, pricing and professional services proposed as a part of this solution.



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## Project Cost Summary – Piner-Olivet Union School District

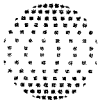
### Project Information

Piner-Olivet USD - District-Wide - Network  
 Upgrade - 96906  
 Project # 96906  
 May 26, 2022

### Account Manager

Drew Stark  
 dstark@ams.net  
 (925) 245-4771

AMS Quote #	Description	Subtotal	Taxes	Total
Q-00062836	Network Upgrade - Wired and Wireless - Olivet ES Procurement Method: FOCUS Contract# 2021092 Low-Voltage Data Cabling Materials & Services (CA-C7) Professional & Consulting Services Cisco & Cisco Meraki	\$187,124.12	\$12,854.93	\$199,979.05
Q-00062838	Network Upgrade - Wired and Wireless - Northwest Prep Procurement Method: FOCUS Contract# 2021092 Low-Voltage Data Cabling Materials & Services (CA-C7) Professional & Consulting Services Cisco & Cisco Meraki	\$203,544.12	\$14,143.84	\$217,687.96
Q-00062839	Network Upgrade - Wired and Wireless - Jack London ES Procurement Method: FOCUS Contract# 2021092 Low-Voltage Data Cabling Materials & Services (CA-C7) Professional & Consulting Services Cisco & Cisco Meraki	\$215,061.56	\$14,968.59	\$230,030.15
Q-00062965	Network Upgrade - Data Cabling - District Office Procurement Method: FOCUS Contract# 2021092 Low-Voltage Data Cabling Materials & Services (CA-C7) Professional & Consulting Services Cisco & Cisco Meraki	\$23,346.49	\$772.96	\$24,119.45
Q-00062967	Network Upgrade - Data Cabling - Jack London ES Procurement Method: FOCUS Contract# 2021092	\$120,140.45	\$3,525.17	\$123,665.62



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	<p>Low-Voltage Data Cabling Materials &amp; Services (CA-C7)</p> <p>Professional &amp; Consulting Services</p> <p>Cisco &amp; Cisco Meraki</p>			
Q-00062972	<p>Network Upgrade - Data Cabling - Schafer ES Procurement Method:</p> <p>FOCUS Contract# 2021092</p> <p>Low-Voltage Data Cabling Materials &amp; Services (CA-C7)</p> <p>Professional &amp; Consulting Services</p> <p>Cisco &amp; Cisco Meraki</p>	\$131,232.44	\$3,502.28	\$134,734.72
Q-00062974	<p>Network Upgrade - Data Cabling - Olivet ES Procurement Method:</p> <p>FOCUS Contract# 2021092</p> <p>Low-Voltage Data Cabling Materials &amp; Services (CA-C7)</p> <p>Professional &amp; Consulting Services</p> <p>Cisco &amp; Cisco Meraki</p>	\$134,021.18	\$3,460.50	\$137,481.68
Q-00062977	<p>Network Upgrade - Data Cabling - Northwest Prep Procurement Method:</p> <p>FOCUS Contract# 2021092</p> <p>Low-Voltage Data Cabling Materials &amp; Services (CA-C7)</p> <p>Professional &amp; Consulting Services</p> <p>Cisco &amp; Cisco Meraki</p>	\$159,981.34	\$4,038.69	\$164,020.03
Q-00063067	<p>Network Upgrade - Wired and Wireless - Schafer ES Procurement Method:</p> <p>FOCUS Contract# 2021092</p> <p>Low-Voltage Data Cabling Materials &amp; Services (CA-C7)</p>	\$215,764.10	\$14,993.74	\$230,757.84
	<p>Professional &amp; Consulting Services</p> <p>Cisco &amp; Cisco Meraki</p>			
Q-00063068	<p>Network Upgrade - Wired and Wireless - DO Procurement Method:</p> <p>FOCUS Contract# 2021092</p> <p>Low-Voltage Data Cabling Materials &amp; Services (CA-C7)</p> <p>Professional &amp; Consulting Services</p> <p>Cisco &amp; Cisco Meraki</p>	\$22,006.28	\$1,581.30	\$23,587.58



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### Project Summary

<b>Project Total</b>	<b>\$1,412,222.08</b>
<b>Estimated Total Taxes</b>	<b>\$73,842.00</b>
<b>Grand Total</b>	<b>\$1,486,064.08</b>

Vendor: AMS.NET  
Address: 502 Commerce Way, Livermore, CA 94551  
Phone: 925-245-6100  
SPIN: 143005880



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## About AMS.NET

### About Us

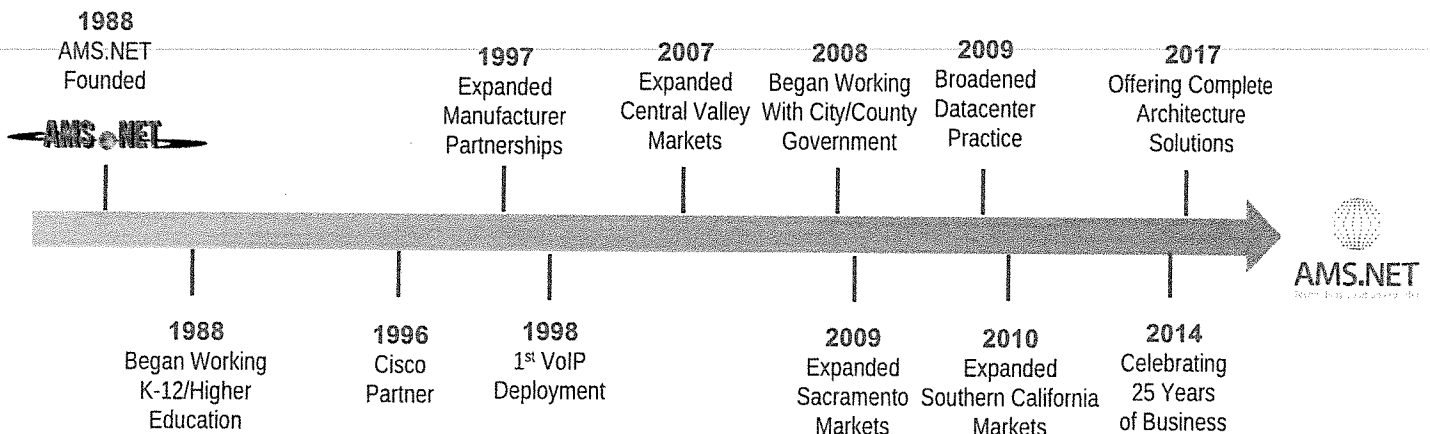
AMS.NET is an innovative technology solution provider delivering business outcomes to organizations for more than 30 years. The company was established more than two decades ago to provide technical support to local school districts in California. Today, AMS.NET provides education, local government and businesses a comprehensive technology solution including design, implementation and support services.

With a consultative approach, consideration is taken to understanding technology requirements, existing equipment, industry, growth plan and budget. Leveraging proven and emerging technologies through leading manufacturers, AMS.NET's certified engineers architect a solution that supports your initiatives and allows for future growth.

Prior to implementation, we can provide complete structured wiring services and post deployment, a host of managed services and maintenance plans to ensure your network and equipment are running at optimum performance.

Many financing options are available. With experience in the public sector around procurement vehicles, E-rate expertise and leasing options, we can make recommendations specific to your industry and technology solution.

Our extensive reference list is a tribute to our ability to successfully design, manage and implement technology solutions that support your initiatives. With more than 30 years of successfully providing technology solutions, you can be assured that we have the capability, experience and stability to be your trusted partner. And we'll be here for future needs!

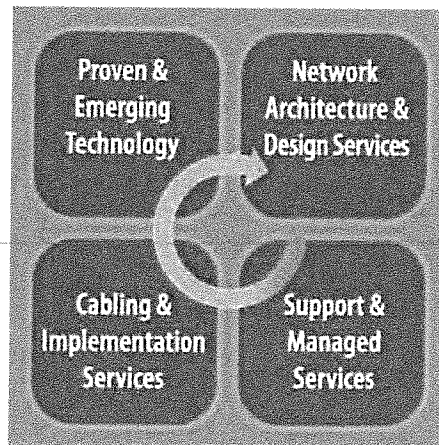


Celebrating More Than **30** Years

## Unique Customer Experience

AMS.NET is an innovative technology solution provider delivering business outcomes to organizations for more than 30 years. Our industry expertise, technology vision and people create a unique customer experience.

- Close customer engagement in the presales process with design, site walk, white boarding session and more
- Proven installation process including project management, skilled and experienced engineers and post installation support
- Established, trusted and proven with more than 25 years' experience, extensive reference list and specialization in your vertical
- Elite partnerships with leading manufacturer partners to obtain and provide exceptional pricing for your solutions
- Multivendor expertise with certifications and technical knowledge to support your entire technology landscape
- Long term technology partner with a consultative approach regardless of the organization size or project scope.



TURNKEY IMPLEMENTATION

## Our Approach

With a focus on delivering business outcomes, we have a four-pronged pre-sales approach to keeping your business goals top of mind.

1. First is determining the business drivers for your organization. Are you needing to meet government mandates? Are you looking to add new programs such as BYOD or video instruction? Has there been a security breach or another event that is being addressed? A clear insight to your business drivers sets the road map for your technology solution.
2. Identifying considerations or possible concerns at the start of a project allows for planning to minimize the effects and costs of those possible barriers. Cabling, infrastructure, IT resources and budget constraints should all be identified.
3. During the planning process, specific deadlines, funding schedules, internal resources and other projects need to be considered.
4. Following the technology implementation support may be necessary. Identifying current expertise gaps or need for managed services should be evaluated.

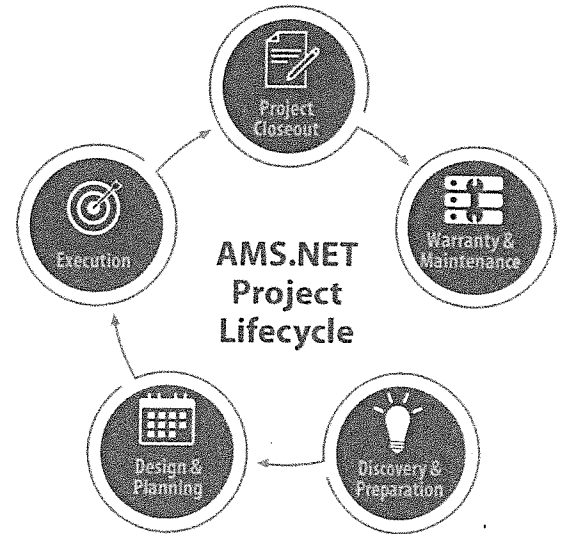


### SOLUTION APPROACH

## AMS.NET Project Lifecycle

### Providing Complete Project Management Services to Meet Your Technology Requirements and Business Outcomes

AMS.NET project management office utilizes a proven and methodical system to deliver technology solutions. While we follow an established 5 stage project lifecycle, our PMO will adapt to your unique project and organizational requirements. Our experienced and customer-focused team of project managers collaborate with key project stakeholders throughout the project, provide risk management and conduct ongoing project auditing to ensure the project meets milestones and follows the agreed upon project plan.



### AMS.NET's PMO follows an established – yet adaptable – 5 stage project lifecycle:

  
**DISCOVERY & PREPARATION**

During the first project stage, AMS.NET will identify the current infrastructure along with define technology requirements and key performance indicators. Our pre-sales engineers, account team, project managers and customer experience team are aligned and have a hand-off process to ensure the successful execution of your technology solution.

  
**DESIGN & PLANNING**

Milestones and the project plan are built for your unique technology implementation. Our PMO develops detailed documentation of project tasks and dates to ensure a smooth technology implementation. Project managers will also work with you on risk management to identify risks and advise you of our options to mitigate those risks.

  
**EXECUTION**

The project manager manages the coordination of all AMS.NET engineers, cabling team, and third party vendors and key customer stakeholders to meet milestones defined in the project plan. The project is closely monitored and stakeholders are provided with regular updates.

  
**PROJECT CLOSEOUT**

At project closeout, AMS.NET provides complete documentation of the project's technical implementation.

  
**WARRANTY & MAINTENANCE**

After deployment, AMS.NET PMO will introduce our support team for the 30-day warranty period. AMS.NET also offers a host of maintenance plans and managed services to ensure the solution continues to perform at optimum levels.





### Project Management Services Customized for Your Project and Your Team

While we rely on proven processes, tools and best practices, every project and customer requirements are unique. Our project managers customize each engagement based on the technology solution, organizational requirements and your preferences in terms of communication style and frequency. Customized services, access to live tools, frequent communication and detailed documentation provide the foundation to ensure a successful implementation.

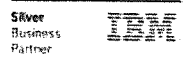
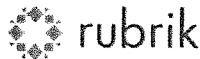
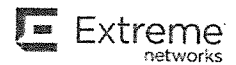
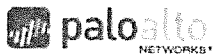
#### AMS.NET PMO Services Available:

Live Project Plan	✓
Live RAID Log	✓
Customized Communication Plan - Daily/Weekly Meetings, Weekly Emails	✓
Daily Stand Up Meetings	✓
Milestone Meetings	✓
Custom Install Plans	✓
Coordination of All Parties including Telco Vendor, Contractors, Cablers, Engineers and Your Team	✓
Design Documentation	✓
Logical Diagram	✓
Logistics Workbook including MAC Addresses, Serial Numbers, Equipment Location, etc.	✓
Configuration Details	✓
As Build Documents/Maps	✓
IDF Photos	✓
Post-Installation Virtual Walk-Through	✓
Final Configuration (if applicable)	✓
Program Management For All Active Projects- Single Project Manager, Single Point of Contact	✓
Project Closeout	✓
Testing and Quality Assurance Activities	✓
Final Documentation Walkthrough	✓
Project Closeout Meeting with Lessons Learned	✓



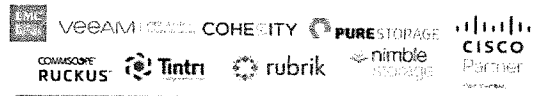





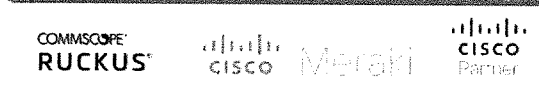


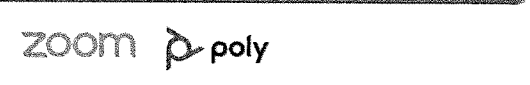
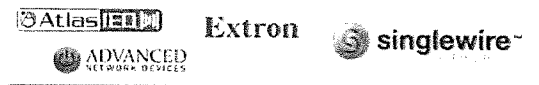





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[www.ams.net](http://www.ams.net)

### Manufacturer Partners



## AMS.NET versus the Competition

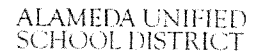
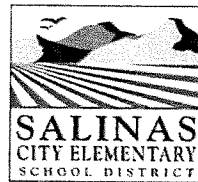
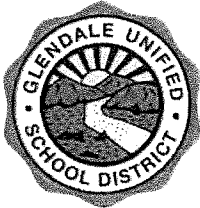
- Established proven partner in your vertical
- 120+ employees throughout the state of California
- Multi-vendor network support
- Complete architecture solutions
- Elite manufacturer partnerships– Cisco Gold Partner since 2007
- Skilled and Certified Engineers- CCIE's in networking, security, voice
- Advanced manufacturer technology specializations
- Structured cabling- C-7 Contractor and RCCD Certified
- Certified project management – PMP Certification
- Executive management accessibility regardless of the customer size

Data Center	
	
Routing & Switching	
	
Security	
	
Wireless	
	
Collaboration	
	
Paging/Mass Notification	
	
IP Video Surveillance	
	
UPS Battery Backup Systems	
	

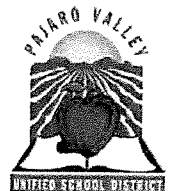
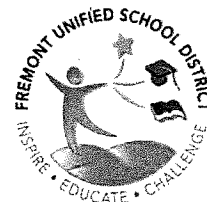
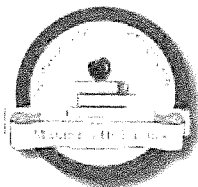
## ARCHITECTURE SOLUTIONS

## Extensive Reference List

### Education



Excellence & Equity for All Students



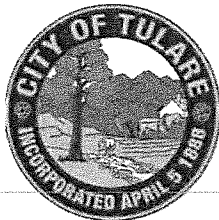
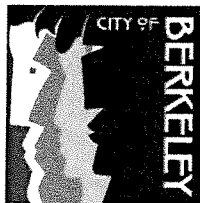


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City/County Government



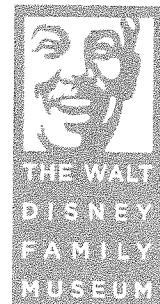
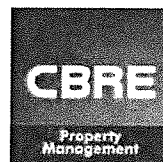
JUDICIAL COUNCIL OF CALIFORNIA



Other Verticals

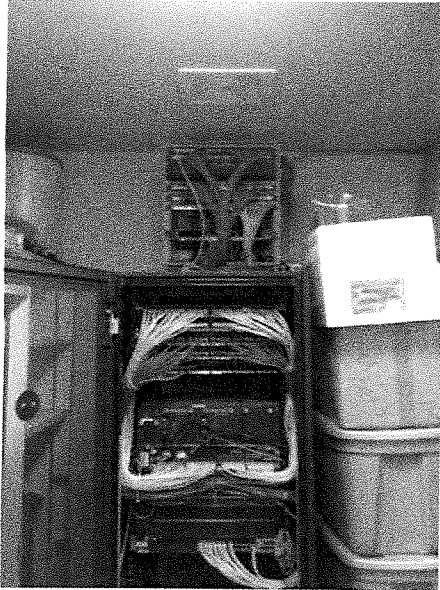


SUTTER HILL VENTURES

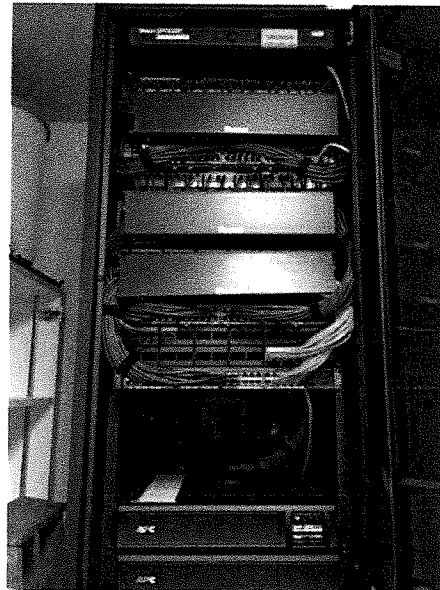


## Before and After

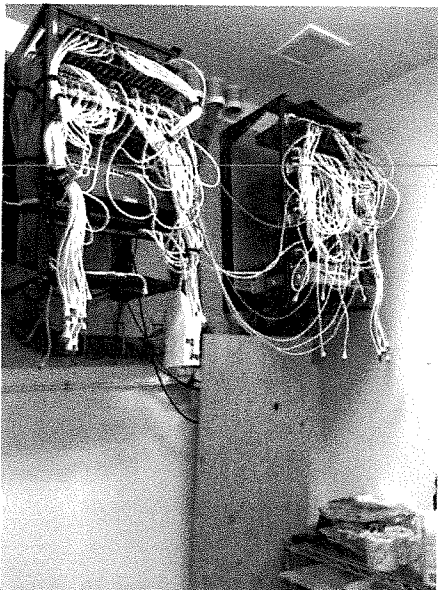
Our professional certified engineering and cabling teams have the expertise for your project- large or small. Structured wiring, racks and equipment are professionally installed and labeled for ease of maintenance after deployment.



Before



After



Before



After



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 502 Commerce Way, Livermore, CA 94551  
 925-245-6100 • 925-245-6150 Fax  
[www.ams.net](http://www.ams.net)

## Company Facts

### General Info

Legal Name: AMS.NET Inc.  
 Type: Delaware Corporation  
 Tax ID: 94-3291626  
 Principal Owner: Robert Tocci  
 Years in Business: 33 Years  
 Number of Employees: 115  
 Website: [www.ams.net](http://www.ams.net)  
 Email: [sales@ams.net](mailto:sales@ams.net)  
 Phone: 800-893-3660/925-245-6100  
 Fax: 925-245-6150

### Locations:

Headquarters: 502 Commerce Way, Livermore, CA 94551-7812  
 Sacramento Regional Office: 5008 Donovan Drive  
 Carmichael, CA 95608, Phone 800-893-3660  
 Central Valley Regional Office: 1155 East North Avenue, Suite 106  
 Fresno, CA 93725, Phone 559-733-1641  
 Southern California Regional Offices: 12405 East Slauson Ave., Unit K  
 Whittier, CA 90606, Phone 800-893-3660

## License and Procurement

**DIR#:** 1000001046 *Expires 6/30/22*

**FCC RN:** 0012300554

**Contractor License C-7:** 763508  
*Expires 4/30/2024*

**DUNS#:** 556116234

**Microsoft MCSE's:** 1673446, 2056976

### Procurement:

E-Rate SPIN: 143005880

Merced County FOCUS Contract: #2021092

SPURR Master Contract/PEPPM Contract

**NASPO Contracts-** Cisco, HPE, Ruckus,  
 Pure Storage, Palo Alto Networks

**Cisco GSA Contract:** GS-35F-0349S, *Expires 4/4/26*

### CMAS Contracts-

APC	Fortinet	Chatsworth
Arecont Vision	HP	Corning
Aruba	Nimble Storage	General Cable
Avigilon	Palo Alto Networks	Hitachi
Bosch	Rubrik	Leviton
Cisco	Ruckus Wireless	Ortronics
Cohestiy	TrippLite	Panduit
Eaton	Veeam	Superior Essex
EMC	VMware	Labor
Extron	Berk-Tek	

## Certifications and Specializations

### Partial Manufacturer List:

Cisco Gold Certified Partner/Cisco Meraki Partner  
*Cisco Specializations:*

- Advanced Data Center Architecture
- Advanced Collaboration Architecture
- Advanced Security Architecture
- Advanced Enterprise Network Architecture
- Collaboration SaaS Authorization
- Customer Satisfaction Excellence
- Customer Experience Specialized

Aruba HPE Platinum Partner, HPE Silver Partner, Ruckus Elite Partner,  
 Palo Alto Networks, Fortinet, Barracuda, Aerohive, Pure Storage,  
 Nimble Storage, Cohesity, DDN, Rubrik, Veeam Silver Pro Partner,  
 Datrium, VMware Partner, Singlewire, FrontRow, Class Connection,  
 AtlasIED, Extron, Advanced Network Devices, Avigilon, Verkada,  
 OnSSI, Milestone, Arecont Vision, Hikvision, exacqVision, Milestone,  
 Tripplite, APC, Panduit, General Cable, Damac, Leviton, Berk-Tek,  
 Ortronics, Hoffman, Cooper B-Line, Chatsworth, & Superior Essex



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## Customer Price Quote

### Customer

Piner-Olivet Union School District  
 3450 Coffey Ln  
 Santa Rosa CA, 95403-1919 US  
 ATTN: Tina Rasori

### Ship To

Piner-Olivet Union School District  
 3450 Coffey Ln  
 Santa Rosa, CA 95403-1919  
 ATTN: Tina Rasori

### Quote Description

Network Upgrade - Wired and Wireless - District Office

Procurement Method:  
 FOCUS Contract# 2021092  
 Low-Voltage Data Cabling Materials & Services (CA-C7)  
 Professional & Consulting Services  
 Cisco & Cisco Meraki

**Quote #** #Q-00063068

<b>Project #</b>	96906
<b>Modified</b>	5/26/2022
<b>Account Mgr.</b>	Drew Stark
<b>AM Phone</b>	(925) 245-4771
<b>AM Email</b>	dstark@ams.net
<b>Inside Account Mgr.</b>	John Beyer
<b>IAM Phone</b>	(925) 245-6136
<b>IAM Email</b>	jbeyer@ams.net
<b>Quote Exp.</b>	7/31/2022

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Access Switching - Cisco Meraki MS355-48X					
1	<b>MS355-48X-HW</b> Meraki MS355-L3 Stck Cld-Mngd 48GE, 16xmG UPOE Switch	Meraki, Inc.	1.00	\$8,457.28	\$8,457.28
2	<b>LIC-MS355-48X-5YR</b> Meraki MS355-48X Enterprise License and Support, 5 Year	Meraki, Inc.	1.00	\$1,357.70	\$1,357.70

Access Switching - Cisco Meraki MS250-24P					
3	<b>MS250-24P-HW</b> Meraki MS250-24P L3 Stck Cld-Mngd 24x GigE 370W PoE Switch	Meraki, Inc.	1.00	\$3,265.59	\$3,265.59
4	<b>LIC-MS250-24P-5YR</b> Meraki MS250-24P Enterprise License and Support, 5YR	Meraki, Inc.	1.00	\$495.95	\$495.95

Optics and Cables					
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5	<b>SFP-10G-LRM=</b> 10GBASE-LRM SFP Module	Cisco Systems Inc.	1.00	\$531.12	\$531.12
6	<b>MA-CBL-TA-1M</b> Preliminary US GPL - Meraki 10 GbE Twinax Cable with	Cisco Systems Inc.	1.00	\$49.42	\$49.42
7	<b>LC2-SM-3M-ENC</b> LC to LC 9/125 Singlemode Duplex Yellow 3 Meter Fiber Cable	eNet Components	1.00	\$14.74	\$14.74

**Wireless - Cisco Meraki APs**

8	<b>MR46-HW</b> Meraki MR46 Wi-Fi 6 Indoor AP	Meraki, Inc.	4.00	\$716.95	\$2,867.80
9	<b>LIC-ENT-5YR</b> Meraki MR Enterprise License, 5YR	Cisco Systems Inc.	4.00	\$201.97	\$807.88

**UPS Battery Backup - N1C UPSs**

10	<b>N1C.L2000</b> N1C L-Series Lithium UPS 2000VA 2KVA 120V, Rack or Tower, SNMP Card Included, 4 Post Rack Kit Included, 10 Year Full	N1 Critical Technologies	1.00	\$1,858.80	\$1,858.80
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**Professional Services**

11	<b>AMS-NI-LAN-MERAKI-EDGE-STACK</b> Labor: Meraki Edge Switch Installation - Stackable	AMS.NET	2.00	\$600.00	\$1,200.00
12	<b>AMS-NI-WIRELESS-LAP-MERAKI</b> Labor: Meraki Access Point Installation. Cabling and mounting not included. (Cabling quote required for these services.)	AMS.NET	4.00	\$125.00	\$500.00
13	<b>AMS-NI-AP-MOUNT</b> Networking Labor: Access Point Mounting	AMS.NET	4.00	\$50.00	\$200.00
14	<b>AMS-NI-UPS-MOUNT</b> Networking Labor: UPS Rack Mounting (1kVA-3kVA Units)	AMS.NET	1.00	\$250.00	\$250.00
15	<b>AMS-NI-LAN-CISCO-UPS-MGT</b> Labor: UPS Management Module Installation	AMS.NET	1.00	\$100.00	\$100.00

**\*Shipping\***

16	<b>AMS-FREIGHT</b> Freight and Handling	None	1.00	\$50.00	\$50.00
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### Order Summary

<b>Subtotal</b>	<b>\$22,006.28</b>
<b>Adjustment</b>	<b>\$0.00</b>
<b>Estimated Taxes</b>	<b>\$1,581.30</b>
<b>Total</b>	<b>\$23,587.58</b>



AMS.NET, Inc.  
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## Terms and Conditions

1. AMS.NET will require a Purchase Order referencing this Quote # or if a Purchase order is not provided, an authorized representative must sign this quote.
2. Payment terms are Net 30. An interest charge of 1.5% per month will be applied to all accounts past due, plus all costs of collection and reasonable attorneys fees. AMS.NET accepts all major credit cards. A convenience fee of 3.5% will be assessed. Customer agrees to accept multiple invoices for projects that cover multiple sales. In the event that a site's readiness is delayed by the customer, customer agrees to accept and pay invoices that reflect equipment and services already received.
3. Items sold by AMS.NET, Inc. and shipped to destinations in California are subject to sales tax. If an item is subject to sales tax in the state to which the order is shipped, tax is generally calculated on the total selling price of each individual item. In accordance with state tax laws, the total selling price of an order will generally include shipping and handling charges and item-level discounts. The amount of tax charged on your order will depend upon many factors including, but not limited to, the type of item(s) purchased, and the source and destination of the shipment. Factors can change between the time you place an order and the time an invoice is sent, which could affect the calculation of sales taxes. The amount appearing on your proposal as 'Estimated Sales Tax' may differ from the sales taxes ultimately charged. Shipping charges and sales tax will be added to this order when invoiced and the customer agrees to pay these charges.
4. All companies with tax exemption must present a valid Tax Exempt form. If Customer is tax exempt or if tax exempt form is not provided then customer agrees to pay all applicable taxes.
5. All shipments are FOB Origin or Pre-paid and shipped to Dock. Any Special shipping requirements must be clearly stated on all PO's (i.e. inside delivery). If inside Delivery or Lift-gate is required it must be specified and additional fees will incur. Shipping charges that appear on this quote are an estimate, AMS.NET will invoice and the customer will pay the actual shipping charge when identified.
6. Upon delivery of equipment, customer agrees to open all shipments and visually inspect equipment for physical damages. All damages must be reported to AMS.NET within 24 hours of delivery.
7. Returns will be accepted at AMS.NET discretion and are subject to manufacturer returns policies as well. For returns to be approved all merchandise must be in an unopened box and the customer agrees to pay a restocking fee of 15% of the purchase price. Returns must be made within 15 Days of receipt. All shipments must have a valid RMA number from AMS.NET before returning. For RMA requests please contact our Customer Service Department at (800) 893-3660 Ext. 6111. Email RMA requests should be directed to [service@ams.net](mailto:service@ams.net) A copy of AMS.NET's full RMA policy is available for review online at [www.ams.net/services/procurement-and-financing/](http://www.ams.net/services/procurement-and-financing/)
8. The laws of the State of California will apply to this sale.
9. The term "installation date" means the first business day on which installation of the system is complete. Minor omissions or variances in performance of the System that do not materially or adversely affect the operation of the system, shall not be deemed to have postponed the Installation Date. Seller shall use its best efforts to make timely delivery and installation. However, all stated delivery and installation dates are approximate and except as expressly provided in this agreement, Seller shall, under no circumstance, be deemed to be in default hereunder or be liable for consequential, incidental or special damages or commercial loss resulting from delays in delivery or installation.
10. Warranties. AMS warrants to Customer that it has good title to the equipment being sold to Customer under this Agreement, and the right to sell such equipment to Customer free of liens or encumbrances. AMS further warrants to Customer that the equipment being sold to Customer hereunder shall be free from defects in workmanship for a warranty period of thirty (30) days commencing on the later date the equipment is delivered to Customer or the date upon which AMS completes performance of the services to be performed under this agreement (this warranty being hereinafter referred to as an "Installation Warranty"). Except as expressly set forth in this paragraph, AMS does not make, and hereby disclaims, any and all representations or warranties, express or implied, with respect to the equipment or services being provided under this agreement, including but not limited to any implied warranties of merchantability, fitness for a particular purpose, satisfactory quality, against infringement, or arising from a course of dealing, usage or trade practice. AMS shall reasonably cooperate and assist Customer in enforcing any manufacturer warranties with respect to the equipment being sold to Customer under this Agreement. AMS hereby advises Customer, and Customer acknowledges that in the event Customer desires to procure from AMS any warranty protection beyond the warranty of title and the Installation Warranty provided under this Paragraph, Customer may do so by entering into a separate Service Agreement with AMS.  
  
Manufacturer's warranty that is guaranteed is whatever is published by the manufacturer at the time of purchase.
11. Cisco Cloud services purchased from AMS.NET requires customer to accept Cisco's Universal Cloud agreement located on Cisco Systems' Website. This Universal Cloud Agreement describes the rights and responsibilities related to the Cloud Service(s) you purchase from Cisco or an Approved Source and is between you and Cisco. The Universal Cloud Agreement includes the applicable Offer Description(s) located at [www.cisco.com/go/cloudterms](http://www.cisco.com/go/cloudterms) (collectively "Agreement"). By clicking 'accept,' or using the Cloud Service, you agree to the terms of this Agreement. If you do not have authority to enter into this Agreement, or if you do not agree with its terms, do not click 'accept' and do not use the Cloud Service. If you determine that you cannot comply with the terms of this Agreement after you have paid for the Cloud Service, you may terminate your



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www.ams.net

access to the Cloud Service for a full refund provided you do so within thirty (30) days of your purchase.

AMS.NET Tax ID: 94-3291626

12. The final price of all labor in this quote is contingent upon the customer providing AMS.NET full site access, with keys or a dedicated escort, for a period of at least nine consecutive hours per working day. Any existing pathway being pulled through is assumed to be easily discoverable, and meeting BICSI standards, such as the fill ratio, lack of non-cabling material in the conduit, and appropriate number of LBs. Additionally, any interior wall penetrations are assumed to be drywall or a like material unless otherwise noted in the labor scope for this project. Any deviation from these assumptions may result in additional costs to the customer based on the time added to the project.

C7 License: 763508

Please fax signed Quotation or Purchase Order to your AMS.NET account manager or to 925.245.6150. Full terms and conditions can be viewed on our website at [www.ams.net/services/procurement-and-financing/](http://www.ams.net/services/procurement-and-financing/)

Authorized Signature: 

Date: 06 / 16 / 2022

Print Name: Steve Charbonneau

Print Title: Superintendent



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 925-245-6100 • 925-245-6150 Fax  
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## Customer Price Quote

### Customer

Piner-Olivet Union School District  
 3450 Coffey Ln  
 Santa Rosa CA, 95403-1919 US  
 ATTN: Tina Rasori

### Ship To

Piner-Olivet Union School District  
 3450 Coffey Ln  
 Santa Rosa, CA 95403-1919  
 ATTN: Tina Rasori

### Quote Description

Network Upgrade - Data Cabling - District Office

Procurement Method:  
 FOCUS Contract# 2021092  
 Low-Voltage Data Cabling Materials & Services (CA-C7)  
 Professional & Consulting Services  
 Cisco & Cisco Meraki

Quote # #Q-00062965

Project #	96906
Modified	5/26/2022
Account Mgr.	Drew Stark
AM Phone	(925) 245-4771
AM Email	dstark@ams.net
Inside Account Mgr.	Jeff Souza
IAM Phone	(925) 245-6133
IAM Email	jsouza@ams.net
Quote Exp.	7/31/2022

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
COPPER MATERIAL					
1	VEL-O-3/4-0 VELCRO ONE-WRAP 3/4" BLK (25yds)	Arrow Wire & Cable	1.00	\$32.43	\$32.43
2	86B6ASL-7-5 CAT6A SLIM LINE W/BOOT 7 FT GREEN	Arrow Wire & Cable	4.00	\$6.89	\$27.56
3	AX106630 MEDIAFLEX 2 PORT 1-GANG ANGLED INSERTS, ALMOND	Belden	10.00	\$4.66	\$46.60
4	AX104133 KEYCONNECT SIDE ENTRY BOXES -2 PORT ALMOND	Belden	4.00	\$4.96	\$19.84
5	RVAMJKUGN-S1 BELDEN REVCONN 10GX JACK GREEN	Belden	8.00	\$11.82	\$94.56
6	AX106634 MEDIAFLEX 4 PORT 1-GANG ANGLED INSERTS, ALMOND	Belden	15.00	\$6.82	\$102.30
7	2412 006U1000 UTP 23/4PR CAT6 2412 PVC BLU RISER CMR - 1000FT PULL BOX	Belden	8.00	\$210.81	\$1,686.48



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8	<b>10GXS12006A1000</b> UTP 23/4PR CAT6A PVC LT. BLU SMALL OD	Belden	1.00	\$439.19	\$439.19
9	<b>AX102261</b> KEYCONNECT BLANK MODULE ALMOND	Belden	20.00	\$0.27	\$5.40
10	<b>RVUCOEW-B50</b> Connectors - REVConnect Cores 50 Pack	Belden	1.00	\$26.35	\$26.35
11	<b>TZES251</b> 1 BLACK WHITE INDUSTRIAL TAPE	Brother International	1.00	\$24.32	\$24.32
12	<b>TZE355</b> 1 WHITE/BLACK TAPE	Brother International	1.00	\$28.38	\$28.38
13	<b>TZES221</b> 3/8 BLACK ON WHITE EXTRA STRENGTH	Brother International	1.00	\$18.92	\$18.92
14	<b>AMS-CP-HARDWARE</b> Cabling: Mounting Hardware	Cabling	1.00	\$135.14	\$135.14
15	<b>AMS-CP-CONSUMABLES</b> Cabling Consumables: Tape,String, Labels, Lube	Cabling	1.00	\$168.92	\$168.92
16	<b>CAT32HP4Z34</b> 2IN JHOOK TO 4Z34 TO WIRE-ROD-FLANGE	Erico	50.00	\$5.54	\$277.00
17	<b>31-388</b> IDEAL Pulling Lubercant 1 Quart	Erico	1.00	\$13.33	\$13.33
18	<b>CAT16HP4Z34</b> 1IN JHOOK TO 4Z34 TO WIRE-ROD-FLANGE	Erico	20.00	\$4.32	\$86.40
19	<b>JETLINE</b> 6500' PULL STRING	Jetline	1.00	\$51.35	\$51.35
20	<b>49223-CBC</b> CEILING BRACKET WITH CLIP FOR SF MNT BOX	Leviton Manufacturing Company, Inc.	4.00	\$7.03	\$28.12

Fiber Material					
21	<b>900S-2M-LC</b> DUPLEX FIBER JUMPER 2M SM LC/LC	Arrow Wire & Cable	2.00	\$12.16	\$24.32
22	<b>FFSU06LD</b> LC DUPLEX 12F OS2 BLUE	Belden	2.00	\$43.24	\$86.48
23	<b>AX103912</b> FX Ultra 8" Splice Tray	Belden	2.00	\$108.11	\$216.22
24	<b>FDSD012R9</b> 12F DISTRIBUTION TIGHT BUFFER Per FT OS2 8.3UM SM I/O OFNR	Belden	1000.00	\$0.47	\$470.00
25	<b>FTSLC900PR12</b> FX PIGTAIL OS1 LC TB 900UM SINGLE-ENDED 2M, COLOR CODED	Belden	2.00	\$85.14	\$170.28



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26	<b>FXFUHS900AB25</b> HEAT SHRINK SPLICE PROTECTOR 900UM 60MM LONG 25/PACK	Belden	1.00	\$14.86	\$14.86
27	<b>AX100066</b> FO ADAPTER STRIP BLANK FOR FIBEREXPRESS BLACK	Belden	2.00	\$11.35	\$22.70
28	<b>ECX-01U</b> IDF FIBER PANEL - ECX 1U	Belden	1.00	\$164.86	\$164.86
29	<b>AMS-CP-HARDWARE</b> Cabling: Mounting Hardware	Cabling	1.00	\$27.03	\$27.03
30	<b>31-388</b> IDEAL Pulling Lubercant 1 Quart	Erico	1.00	\$13.51	\$13.51
31	<b>PST-FO</b> CABLE MARKER WRITE-ON TAG U.V. RESIST BLK LEGEND ON YELLOW USE W/TIES 5/PK ROHS	Panduit	2.00	\$13.18	\$26.36

Wiremold

32	<b>5400C</b> Wiremold 5400 - Cover 8' (Ivory)	Wiremold	1.00	\$32.00	\$32.00
33	<b>5410DF0</b> NM FIBERREADY ENTRANCE END 5400 IV	Wiremold	2.00	\$21.33	\$42.66
34	<b>5400TB</b> Wiremold 5400 - Raceway Base 8' (Ivory) 2 Comp.	Wiremold	1.00	\$45.33	\$45.33

IDF/MDF Material

35	<b>86B6SL-1-6</b> CAT6 SLIM LINE PATCH CORD 1 FT BLUE	Arrow Wire & Cable	53.00	\$3.31	\$175.43
36	<b>86B6SL-1-7</b> CAT6 SLIM LINE PATCH CORD 1 FT PURPLE	Arrow Wire & Cable	7.00	\$3.31	\$23.17
37	<b>86B6ASL-1-5</b> CAT6A SLIM LINE W/BOOT 1 FT GREEN	Arrow Wire & Cable	8.00	\$5.07	\$40.56
38	<b>86B6SL-1-9</b> CAT6 SLIM LINE PATCH CORD 1 FT WHITE	Arrow Wire & Cable	10.00	\$3.31	\$33.10
39	<b>RV6MJKUIV-S1</b> BELDEN REVCONN CAT6+ JACK IVORY	Belden	15.00	\$8.11	\$121.65
40	<b>RV6MJKUBL-S1</b> BELDEN REVCONN CAT6+ JACK BLUE	Belden	131.00	\$8.11	\$1,062.41
41	<b>RVAMJKUGN-S1</b> BELDEN REVCONN 10GX JACK GREEN	Belden	8.00	\$11.82	\$94.56



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42	<b>RVMPFF1U24BK</b> MODULAR REVCONNECT PATCH PANEL 24P 1U BLACK (EMPTY)	Belden	4.00	\$35.14	\$140.56
43	<b>AMS-CP-HARDWARE</b> Misc. MDF/IDF Material	Cabling	1.00	\$67.57	\$67.57
44	<b>EWMR36T</b> ACCESSPLUS RACK ANGLE 36 IN TAPPED PLT	Hoffman	1.00	\$144.59	\$144.59
45	<b>EWMWG362425-R5615</b> CABINET WINDOW DOOR W/GLAND PLATE 20RU 36x24x30 BLK	Hoffman	1.00	\$979.73	\$979.73
46	<b>3/4" 4X8</b> 3/4" 4X8 AC-grade Plywood BackBoard	Home Depot	1.00	\$128.38	\$128.38

**\*Conduit/Raceway\***

47	<b>FS200</b> STI READY SLEEVE 2" FIRESTOP SLEEVE	Panduit	2.00	\$53.33	\$106.66
48	<b>AMS-CP-HARDWARE-MISC</b> CONTAINER	Cabling	1.00	\$540.54	\$540.54
49	<b>SSP28</b> STI READY PUDDY PUTTY 24CU IN STICK	Specified Technologies, INC.	1.00	\$28.38	\$28.38

**\*Labor\***

50	<b>AMS-CI-CT-PW</b> Labor: Cabling - Prevailing Wage Install Fiber optic cable Install 12 Strand SM fiber to IDF from MDF School MDF. All fiber will be installed thru existing conduit. If conduit is unusable the extra cost maybe needed.	AMS.NET	32.00	\$135.00	\$4,320.00
51	<b>AMS-CI-FIBER-TERM</b> Labor: Fiber Termination (Per Termination) Terminate 1 IDF LC Connectors test, Label. Install new Fiber LIU in Fiber Enclosure. 24	AMS.NET	8.00	\$135.00	\$1,080.00
52	<b>AMS-CI-CT-PW</b> Labor: Cabling - Prevailing Wage Install One New 3ft. 30" deep Enclosures in IDF.	AMS.NET	8.00	\$135.00	\$1,080.00
53	<b>AMS-CI-CT-PW</b> Labor: Cabling - Prevailing Wage  Cabling (8) total Cat.6A data jacks at 4 locations. Terminate in new IDF. Install 70 new Cat.6 network drops at District Office to new IDF location in STC Closet  AMS will install cable thru existing pathways and Drop ceiling to classroom. If overhead conduit is unusable extra cost maybe needed.	AMS.NET	54.00	\$135.00	\$7,290.00
54	<b>AMS-CI-CT-PW</b> Labor: Cabling - Prevailing Wage Install Raceway / conduit to new IDF location. Conduit outside Buildings not	AMS.NET	4.00	\$135.00	\$540.00





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	included.				
55	<b>AMS-CI-PM-FOC</b> Labor: Project Manager - Cabling	AMS.NET	4.00	\$170.00	\$680.00

<b>Shipping</b>					
56	<b>AMS-FREIGHT</b> Freight and Handling	None	1.00	\$0.00	\$0.00

Order Summary

<b>Subtotal</b>	<b>\$23,346.49</b>
<b>Adjustment</b>	<b>\$0.00</b>
<b>Estimated Taxes</b>	<b>\$772.96</b>
<b>Total</b>	<b>\$24,119.45</b>



## Terms and Conditions

1. AMS.NET will require a Purchase Order referencing this Quote # or if a Purchase order is not provided, an authorized representative must sign this quote.
2. Payment terms are Net 30. An interest charge of 1.5% per month will be applied to all accounts past due, plus all costs of collection and reasonable attorneys fees. AMS.NET accepts all major credit cards. A convenience fee of 3.5% will be assessed. Customer agrees to accept multiple invoices for projects that cover multiple sales. In the event that a site's readiness is delayed by the customer, customer agrees to accept and pay invoices that reflect equipment and services already received.
3. Items sold by AMS.NET, Inc. and shipped to destinations in California are subject to sales tax. If an item is subject to sales tax in the state to which the order is shipped, tax is generally calculated on the total selling price of each individual item. In accordance with state tax laws, the total selling price of an order will generally include shipping and handling charges and item-level discounts. The amount of tax charged on your order will depend upon many factors including, but not limited to, the type of item(s) purchased, and the source and destination of the shipment. Factors can change between the time you place an order and the time an invoice is sent, which could affect the calculation of sales taxes. The amount appearing on your proposal as 'Estimated Sales Tax' may differ from the sales taxes ultimately charged. Shipping charges and sales tax will be added to this order when invoiced and the customer agrees to pay these charges.
4. All companies with tax exemption must present a valid Tax Exempt form. If Customer is tax exempt or if tax exempt form is not provided then customer agrees to pay all applicable taxes.
5. All shipments are FOB Origin or Pre-paid and shipped to Dock. Any Special shipping requirements must be clearly stated on all PO's (i.e. inside delivery). If inside Delivery or Lift-gate is required it must be specified and additional fees will incur. Shipping charges that appear on this quote are an estimate, AMS.NET will invoice and the customer will pay the actual shipping charge when identified.
6. Upon delivery of equipment, customer agrees to open all shipments and visually inspect equipment for physical damages. All damages must be reported to AMS.NET within 24 hours of delivery.
7. Returns will be accepted at AMS.NET discretion and are subject to manufacturer returns policies as well. For returns to be approved all merchandise must be in an unopened box and the customer agrees to pay a restocking fee of 15% of the purchase price. Returns must be made within 15 Days of receipt. All shipments must have a valid RMA number from AMS.NET before returning. For RMA requests please contact our Customer Service Department at (800) 893-3660 Ext. 6111. Email RMA requests should be directed to [service@ams.net](mailto:service@ams.net). A copy of AMS.NET's full RMA policy is available for review online at [www.ams.net/services/procurement-and-financing/](http://www.ams.net/services/procurement-and-financing/)
8. The laws of the State of California will apply to this sale.
9. The term "installation date" means the first business day on which installation of the system is complete. Minor omissions or variances in performance of the System that do not materially or adversely affect the operation of the system, shall not be deemed to have postponed the Installation Date. Seller shall use its best efforts to make timely delivery and installation. However, all stated delivery and installation dates are approximate and except as expressly provided in this agreement, Seller shall, under no circumstance, be deemed to be in default hereunder or be liable for consequential, incidental or special damages or commercial loss resulting from delays in delivery or installation.
10. Warranties. AMS warrants to Customer that it has good title to the equipment being sold to Customer under this Agreement, and the right to sell such equipment to Customer free of liens or encumbrances. AMS further warrants to Customer that the equipment being sold to Customer hereunder shall be free from defects in workmanship for a warranty period of thirty (30) days commencing on the later date the equipment is delivered to Customer or the date upon which AMS completes performance of the services to be performed under this agreement (this warranty being hereinafter referred to as an "Installation Warranty"). Except as expressly set forth in this paragraph, AMS does not make, and hereby disclaims, any and all representations or warranties, express or implied, with respect to the equipment or services being provided under this agreement, including but not limited to any implied warranties of merchantability, fitness for a particular purpose, satisfactory quality, against infringement, or arising from a course of dealing, usage or trade practice. AMS shall reasonably cooperate and assist Customer in enforcing any manufacturer warranties with respect to the equipment being sold to Customer under this Agreement. AMS hereby advises Customer, and Customer acknowledges that in the event Customer desires to procure from AMS any warranty protection beyond the warranty of title and the Installation Warranty provided under this Paragraph, Customer may do so by entering into a separate Service Agreement with AMS.  
  
Manufacturer's warranty that is guaranteed is whatever is published by the manufacturer at the time of purchase.
11. Cisco Cloud services purchased from AMS.NET requires customer to accept Cisco's Universal Cloud agreement located on Cisco Systems' Website. This Universal Cloud Agreement describes the rights and responsibilities related to the Cloud Service(s) you purchase from Cisco or an Approved Source and is between you and Cisco. The Universal Cloud Agreement includes the applicable Offer Description(s) located at [www.cisco.com/go/cloudterms](http://www.cisco.com/go/cloudterms) (collectively "Agreement"). By clicking 'accept,' or using the Cloud Service, you agree to the terms of this Agreement. If you do not have authority to enter into this Agreement, or if you do not agree with its terms, do not click 'accept' and do not use the Cloud Service. If you determine that you cannot comply with the terms of this Agreement after you have paid for the Cloud Service, you may terminate your



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access to the Cloud Service for a full refund provided you do so within thirty (30) days of your purchase.

AMS.NET Tax ID: 94-3291626

12. The final price of all labor in this quote is contingent upon the customer providing AMS.NET full site access, with keys or a dedicated escort, for a period of at least nine consecutive hours per working day. Any existing pathway being pulled through is assumed to be easily discoverable, and meeting BICSI standards, such as the fill ratio, lack of non-cabling material in the conduit, and appropriate number of LBs. Additionally, any interior wall penetrations are assumed to be drywall or a like material unless otherwise noted in the labor scope for this project. Any deviation from these assumptions may result in additional costs to the customer based on the time added to the project.

C7 License: 763508

Please fax signed Quotation or Purchase Order to your AMS.NET account manager or to 925.245.6150. Full terms and conditions can be viewed on our website at [www.ams.net/services/procurement-and-financing/](http://www.ams.net/services/procurement-and-financing/)

Authorized Signature: 

Date: 06 / 16 / 2022

Print Name: Steve Charbonneau

Print Title: Superintendent



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## Customer Price Quote

### Customer

Piner-Olivet Union School District  
 3450 Coffey Ln  
 Santa Rosa CA, 95403-1919 US  
 ATTN: Tina Rasori

### Ship To

Piner-Olivet Union School District  
 3450 Coffey Ln  
 Santa Rosa, CA 95403-1919  
 ATTN: Tina Rasori

### Quote Description

Network Upgrade - Wired and Wireless - Jack London ES

Procurement Method:  
 FOCUS Contract# 2021092  
 Low-Voltage Data Cabling Materials & Services (CA-C7)  
 Professional & Consulting Services  
 Cisco & Cisco Meraki

Quote # #Q-00062839

Project #	96906
Modified	5/26/2022
Account Mgr.	Drew Stark
AM Phone	(925) 245-4771
AM Email	dstark@ams.net
Inside Account Mgr.	John Beyer
IAM Phone	(925) 245-6136
IAM Email	jbeyer@ams.net
Quote Exp.	7/31/2022

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Core Fiber Switching - Cisco C9500-16X					
1	<b>C9500-16X-EDU</b> Catalyst 9500 16-port 10G, K12	Cisco Systems Inc.	1.00	\$7,744.82	\$7,744.82
2	<b>C9500-NM-BLANK</b> Catalyst 9500 network module blank cover	Cisco Systems Inc.	1.00	\$0.00	\$0.00
3	<b>C9500-NW-A</b> C9500 Network Stack, Advantage	Cisco Systems Inc.	1.00	\$0.00	\$0.00
4	<b>S9500UK9-173</b> Cisco Catalyst 9500 XE 17.3 UNIVERSAL	Cisco Systems Inc.	1.00	\$0.00	\$0.00
5	<b>PWR-C4-950WAC-R</b> 950W AC Config 4 Power Supply front to back cooling	Cisco Systems Inc.	1.00	\$0.00	\$0.00
6	<b>PWR-C4-950WAC-R/2</b> 950W AC Config 4 Power Supply front to back cooling	Cisco Systems Inc.	1.00	\$943.94	\$943.94
7	<b>CAB-TA-NA</b> North America AC Type A Power Cable	Cisco Systems Inc.	2.00	\$0.00	\$0.00



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8	<b>C9500-DNA-16X-A</b> C9500 DNA Advantage, Term licenses	Cisco Systems Inc.	1.00	\$0.00	\$0.00
9	<b>C9500-DNA-L-A-5Y</b> DNA Advantage 5 Year License	Cisco Systems Inc.	1.00	\$5,317.54	\$5,317.54
10	<b>PI-LFAS-T</b> Prime Infrastructure Lifecycle & Assurance Term - Smart Lic	Cisco Systems Inc.	3.00	\$0.00	\$0.00
11	<b>PI-LFAS-AP-T-5Y</b> PI Dev Lic for Lifecycle & Assurance Term 5Y	Cisco Systems Inc.	3.00	\$0.00	\$0.00
12	<b>NETWORK-PNP-LIC</b> Network Plug-n-Play Connect for zero-touch device deployment	Cisco Systems Inc.	1.00	\$0.00	\$0.00

**Access Switching - Cisco Meraki MS355-48X**

13	<b>MS355-48X-HW</b> Meraki MS355-L3 Stck Cld-Mngd 48GE, 16xmG UPOE Switch	Meraki, Inc.	8.00	\$8,457.28	\$67,658.24
14	<b>LIC-MS355-48X-5YR</b> Meraki MS355-48X Enterprise License and Support, 5 Year	Meraki, Inc.	8.00	\$1,357.70	\$10,861.60

**Access Switching - Cisco Meraki MS250-48FP**

15	<b>MS250-48FP-HW</b> Meraki MS250-48FP L3 Stck Cld-Mngd 48x GigE 740W PoE Switch	Meraki, Inc.	7.00	\$5,245.62	\$36,719.34
16	<b>LIC-MS250-48FP-5YR</b> Meraki MS250-48FP Enterprise License and Support, 5YR	Meraki, Inc.	7.00	\$794.42	\$5,560.94

**Optics and Cables**

17	<b>SFP-10G-LRM=</b> 10GBASE-LRM SFP Module	Cisco Systems Inc.	16.00	\$531.12	\$8,497.92
18	<b>MA-CBL-TA-1M</b> Preliminary US GPL - Meraki 10 GbE Twinax Cable with	Cisco Systems Inc.	5.00	\$49.42	\$247.10
19	<b>SFP-10G-SR-S=</b> 10GBASE-SR SFP Module, Enterprise-Class	Cisco Systems Inc.	1.00	\$327.17	\$327.17
20	<b>MA-SFP-10GB-SR</b> Meraki 10G Base SR Multi-Mode	Cisco Systems Inc.	1.00	\$447.25	\$447.25
21	<b>LC2-10G-3M-ENC</b> LC to LC 50/125 10G Aqua Multimode Duplex 3 Meter Fiber Cable	eNet Components	2.00	\$14.03	\$28.06
22	<b>LC2-SM-3M-ENC</b> LC to LC 9/125 Singlemode Duplex Yellow 3 Meter Fiber	eNet Components	16.00	\$14.74	\$235.84



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	Cable				
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Wireless - Cisco Meraki APs					
23	<b>MR46-HW</b> Meraki MR46 Wi-Fi 6 Indoor AP	Meraki, Inc.	30.00	\$716.95	\$21,508.50
24	<b>LIC-ENT-5YR</b> Meraki MR Enterprise License, 5YR	Cisco Systems Inc.	30.00	\$201.97	\$6,059.10

UPS Battery Backup - N1C UPSs					
25	<b>N1C.L3000G</b> N1C L-Series 3000VA 208/220/230/240VAC	N1 Critical Technologies	1.00	\$2,098.80	\$2,098.80
26	<b>N1C.L2000</b> N1C L-Series Lithium UPS 2000VA 2KVA 120V, Rack or Tower, SNMP Card Included, 4 Post Rack Kit Included, 10 Year Full	N1 Critical Technologies	8.00	\$1,858.80	\$14,870.40

Professional Services					
27	<b>AMS-NI-LAN-MERAKI-CORE-STACKABLE</b> Labor: Meraki Core Switch Installation - Stackable	AMS.NET	1.00	\$1,600.00	\$1,600.00
28	<b>AMS-NI-LAN-MERAKI-EDGE-STACK</b> Labor: Meraki Edge Switch Installation - Stackable	AMS.NET	15.00	\$600.00	\$9,000.00
29	<b>AMS-NI-WIRELESS-LAP-MERAKI</b> Labor: Meraki Access Point Installation. Cabling and mounting not included. (Cabling quote required for these services.)	AMS.NET	30.00	\$125.00	\$3,750.00
30	<b>AMS-NI-AP-MOUNT</b> Networking Labor: Access Point Mounting	AMS.NET	30.00	\$50.00	\$1,500.00
31	<b>AMS-NI-UPS-MOUNT</b> Networking Labor: UPS Rack Mounting (1kVA-3kVA Units)	AMS.NET	9.00	\$250.00	\$2,250.00
32	<b>AMS-NI-LAN-CISCO-UPS-MGT</b> Labor: UPS Management Module Installation	AMS.NET	9.00	\$100.00	\$900.00
33	<b>AMS-NI-PM-FOC</b> Labor: Project Manager 8 hours per site	AMS.NET	8.00	\$180.00	\$1,440.00

Professional Services Network Reconfiguration - District-Wide					
34	<b>AMS-MS-FLEX2-PRE-20</b> \$5,000 Block of Premium Flex Support Hours - 20 Hours	AMS.NET	1.00	\$5,000.00	\$5,000.00



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<b>*Shipping*</b>					
35	<b>AMS-FREIGHT</b> Freight and Handling	None	1.00	\$495.00	\$495.00

Order Summary

<b>Subtotal</b>	<b>\$215,061.56</b>
<b>Adjustment</b>	<b>\$0.00</b>
<b>Estimated Taxes</b>	<b>\$14,968.59</b>
<b>Total</b>	<b>\$230,030.15</b>



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7. Returns will be accepted at AMS.NET discretion and are subject to manufacturer returns policies as well. For returns to be approved all merchandise must be in an unopened box and the customer agrees to pay a restocking fee of 15% of the purchase price. Returns must be made within 15 Days of receipt. All shipments must have a valid RMA number from AMS.NET before returning. For RMA requests please contact our Customer Service Department at (800) 893-3660 Ext. 6111. Email RMA requests should be directed to [service@ams.net](mailto:service@ams.net). A copy of AMS.NET's full RMA policy is available for review online at [www.ams.net/services/procurement-and-financing/](http://www.ams.net/services/procurement-and-financing/)
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10. Warranties. AMS warrants to Customer that it has good title to the equipment being sold to Customer under this Agreement, and the right to sell such equipment to Customer free of liens or encumbrances. AMS further warrants to Customer that the equipment being sold to Customer hereunder shall be free from defects in workmanship for a warranty period of thirty (30) days commencing on the later date the equipment is delivered to Customer or the date upon which AMS completes performance of the services to be performed under this agreement (this warranty being hereinafter referred to as an "Installation Warranty"). Except as expressly set forth in this paragraph, AMS does not make, and hereby disclaims, any and all representations or warranties, express or implied, with respect to the equipment or services being provided under this agreement, including but not limited to any implied warranties of merchantability, fitness for a particular purpose, satisfactory quality, against infringement, or arising from a course of dealing, usage or trade practice. AMS shall reasonably cooperate and assist Customer in enforcing any manufacturer warranties with respect to the equipment being sold to Customer under this Agreement. AMS hereby advises Customer, and Customer acknowledges that in the event Customer desires to procure from AMS any warranty protection beyond the warranty of title and the Installation Warranty provided under this Paragraph, Customer may do so by entering into a separate Service Agreement with AMS.  
  
Manufacturer's warranty that is guaranteed is whatever is published by the manufacturer at the time of purchase.
11. Cisco Cloud services purchased from AMS.NET requires customer to accept Cisco's Universal Cloud agreement located on Cisco Systems' Website. This Universal Cloud Agreement describes the rights and responsibilities related to the Cloud Service(s) you purchase from Cisco or an Approved Source and is between you and Cisco. The Universal Cloud Agreement includes the applicable Offer Description(s) located at [www.cisco.com/go/cloudterms](http://www.cisco.com/go/cloudterms) (collectively "Agreement"). By clicking 'accept,' or using the Cloud Service, you agree to the terms of this Agreement. If you do not have authority to enter into this Agreement, or if you do not agree with its terms, do not click 'accept' and do not use the Cloud Service. If you determine that you cannot comply with the terms of this Agreement after you have paid for the Cloud Service, you may terminate your





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AMS.NET Tax ID: 94-3291626

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Authorized Signature:  \_\_\_\_\_ Date: 06 / 16 / 2022

Print Name: Steve Charbonneau Print Title: Superintendent



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## Customer Price Quote

### Customer

Piner-Olivet Union School District  
 3450 Coffey Ln  
 Santa Rosa CA, 95403-1919 US  
 ATTN: Tina Rasori

### Ship To

Piner-Olivet Union School District  
 3450 Coffey Ln  
 Santa Rosa, CA 95403-1919  
 ATTN: Tina Rasori

### Quote Description

Network Upgrade - Data Cabling - Jack London ES

Procurement Method:  
 FOCUS Contract# 2021092  
 Low-Voltage Data Cabling Materials & Services (CA-C7)  
 Professional & Consulting Services  
 Cisco & Cisco Meraki

**Quote #** #Q-00062967

<b>Project #</b>	96906
<b>Modified</b>	5/26/2022
<b>Account Mgr.</b>	Drew Stark
<b>AM Phone</b>	(925) 245-4771
<b>AM Email</b>	dstark@ams.net
<b>Inside Account Mgr.</b>	Jeff Souza
<b>IAM Phone</b>	(925) 245-6133
<b>IAM Email</b>	jsouza@ams.net
<b>Quote Exp.</b>	7/31/2022

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
<b>COPPER MATERIAL</b>					
1	<b>ATS-APLBKT-UNIV1</b> Universal AP L Bracket Wall Mount	AccelTex Solutions	3.00	\$83.78	\$251.34
2	<b>VEL-O-3/4-0</b> VELCRO ONE-WRAP 3/4" BLK (25yds)	Arrow Wire & Cable	2.00	\$32.43	\$64.86
3	<b>86B6ASL-3-5</b> CAT6A SLIM LINE W/BOOT 3 FT GREEN	Arrow Wire & Cable	3.00	\$5.07	\$15.21
4	<b>86B6ASL-7-5</b> CAT6A SLIM LINE W/BOOT 7 FT GREEN	Arrow Wire & Cable	32.00	\$6.89	\$220.48
5	<b>AX106630</b> MEDIAFLEX 2 PORT 1-GANG ANGLED INSERTS, ALMOND	Belden	2.00	\$4.66	\$9.32
6	<b>AX104133</b> KEYCONNECT SIDE ENTRY BOXES -2 PORT ALMOND	Belden	35.00	\$4.96	\$173.60
7	<b>RVAMJKUGN-S1</b> BELDEN REVCONN 10GX JACK GREEN	Belden	71.00	\$11.82	\$839.22



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8	<b>AX102261</b> KEYCONNECT BLANK MODULE ALMOND	Belden	30.00	\$0.27	\$8.10
9	<b>10GXS12006A1000</b> UTP 23/4PR CAT6A PVC LT. BLU SMALL OD	Belden	6.00	\$439.19	\$2,635.14
10	<b>2148A 0101000</b> UTP 23/4PR CAT6A CMR/CMX BLK Riser In/Out	Belden	9.00	\$594.59	\$5,351.31
11	<b>RVUCOEW-B50</b> Connectors - REVConnect Cores 50 Pack	Belden	2.00	\$26.35	\$52.70
12	<b>TZES251</b> 1 BLACK WHITE INDUSTRIAL TAPE	Brother International	1.00	\$24.32	\$24.32
13	<b>TZE355</b> 1 WHITE/BLACK TAPE	Brother International	1.00	\$28.38	\$28.38
14	<b>TZES221</b> 3/8 BLACK ON WHITE EXTRA STRENGTH	Brother International	2.00	\$18.92	\$37.84
15	<b>AMS-CP-HARDWARE</b> Cabling: Mounting Hardware	Cabling	1.00	\$270.27	\$270.27
16	<b>AMS-CP-CONSUMABLES</b> Cabling Consumables: Tape, String, Labels, Lube	Cabling	1.00	\$168.92	\$168.92
17	<b>CAT32HP4Z34</b> 2IN JHOOK TO 4Z34 TO WIRE-ROD-FLANGE	Erico	300.00	\$5.54	\$1,662.00
18	<b>31-388</b> IDEAL Pulling Lubercant 1 Quart	Erico	5.00	\$13.33	\$66.65
19	<b>JETLINE</b> 6500' PULL STRING	Jetline	1.00	\$51.35	\$51.35
20	<b>49223-CBC</b> CEILING BRACKET WITH CLIP FOR SF MNT BOX	Leviton Manufacturing Company, Inc.	5.00	\$7.03	\$35.15

Fiber Material					
21	<b>900S-2M-LC</b> DUPLX FIBER JUMPER 2M SM LC/LC	Arrow Wire & Cable	16.00	\$12.16	\$194.56
22	<b>FFSU06LD</b> LC DUPLEX 12F OS2 BLUE	Belden	16.00	\$43.24	\$691.84
23	<b>AX103912</b> FX Ultra 8" Splice Tray	Belden	16.00	\$108.11	\$1,729.76
24	<b>FSD012R9</b> 12F DISTRIBUTION TIGHT BUFFER Per FT OS2 8.3UM SM I/O OFNR	Belden	4600.00	\$0.47	\$2,162.00
25	<b>FTSLC900PR12</b> FX PIGTAIL OS1 LC TB 900UM SINGLE-ENDED 2M, COLOR CODED	Belden	16.00	\$85.14	\$1,362.24



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26	<b>FXFUHS900AB25</b> HEAT SHRINK SPLICE PROTECTOR 900UM 60MM LONG 25/PACK	Belden	8.00	\$14.86	\$118.88
27	<b>AX100066</b> FO ADAPTER STRIP BLANK FOR FIBEREXPRESS BLACK	Belden	20.00	\$11.35	\$227.00
28	<b>ECX-01U</b> IDF FIBER PANEL - ECX 1U	Belden	8.00	\$164.86	\$1,318.88
29	<b>ECX-04U</b> IDF FIBER PANEL - ECX 4U	Belden	1.00	\$259.46	\$259.46
30	<b>AMS-CP-HARDWARE</b> Cabling: Mounting Hardware	Cabling	9.00	\$27.03	\$243.27
31	<b>31-388</b> IDEAL Pulling Lubercant 1 Quart	Erico	8.00	\$13.51	\$108.08
32	<b>JETLINE</b> 6500' PULL STRING	Jetline	1.00	\$51.35	\$51.35
33	<b>PST-FO</b> CABLE MARKER WRITE-ON TAG U.V. RESIST BLK LEGEND ON YELLOW USE W/TIES 5/PK ROHS	Panduit	8.00	\$13.18	\$105.44

Wiremold					
34	<b>AMS-CP-HARDWARE</b> Misc. Wiremold fittings, screws	Cabling	10.00	\$2.67	\$26.70
35	<b>80714E</b> NYL 1G BLANK PLT	Leviton Manufacturing Company, Inc.	2.00	\$1.35	\$2.70
36	<b>5400C</b> Wiremold 5400 - Cover 8' (Ivory)	Wiremold	1.00	\$32.00	\$32.00
37	<b>5410DF0</b> NM FIBERREADY ENTRANCE END 5400 IV	Wiremold	1.00	\$21.33	\$21.33
38	<b>5400TB</b> Wiremold 5400 - Raceway Base 8' (Ivory) 2 Comp.	Wiremold	1.00	\$45.33	\$45.33
39	<b>PN10L08V</b> Wiremold PN10 Surface Raceway Ivory 8'	Wiremold	10.00	\$23.87	\$238.70
40	<b>PSB1V</b> Wiremold Junction Box Ivory	Wiremold	4.00	\$8.00	\$32.00
41	<b>PN10F86FV</b> Wiremold PN10 Drop Ceiling Connector Ivory	Wiremold	1.00	\$3.33	\$3.33
42	<b>PN10F11V</b> Wiremold PN10 Flat 90 Ivory	Wiremold	10.00	\$2.00	\$20.00



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43	<b>PN10F17V</b> NM INTERNAL ELBOW PN10 IVORY	Wiremold	10.00	\$2.00	\$20.00
44	<b>PN10F21V</b> Entrance End Fitting	Wiremold	1.00	\$4.13	\$4.13
45	<b>Pn10F15V</b> Wiremold PN10 Tee Fitting	Wiremold	1.00	\$2.67	\$2.67
46	<b>5474</b> Wiremold 5400 - Transition Fitting (Ivory)	Wiremold	4.00	\$17.33	\$69.32

IDF/MDF Material					
47	<b>86B6SL-1-6</b> CAT6 SLIM LINE PATCH CORD 1 FT BLUE	Arrow Wire & Cable	324.00	\$3.31	\$1,072.44
48	<b>86B6SL-1-7</b> CAT6 SLIM LINE PATCH CORD 1 FT PURPLE	Arrow Wire & Cable	40.00	\$3.31	\$132.40
49	<b>86B6ASL-1-5</b> CAT6A SLIM LINE W/BOOT 1 FT GREEN	Arrow Wire & Cable	64.00	\$5.07	\$324.48
50	<b>86B6SL-3-9</b> CAT6 SLIM LINE PATCH CORD 3 FT WHITE	Arrow Wire & Cable	40.00	\$3.31	\$132.40
51	<b>86B6SL-3-7</b> CAT6 SLIM LINE PATCH CORD 3 FT PURPLE	Arrow Wire & Cable	1.00	\$3.31	\$3.31
52	<b>86B6ASL-3-5</b> CAT6A SLIM LINE W/BOOT 3 FT GREEN	Arrow Wire & Cable	6.00	\$5.68	\$34.08
53	<b>86B6SL-1-9</b> CAT6 SLIM LINE PATCH CORD 1 FT WHITE	Arrow Wire & Cable	40.00	\$3.31	\$132.40
54	<b>RV6MJKUIV-S1</b> BELDEN REVCONN CAT6+ JACK IVORY	Belden	41.00	\$8.11	\$332.51
55	<b>RV6MJKUBL-S1</b> BELDEN REVCONN CAT6+ JACK BLUE	Belden	336.00	\$8.11	\$2,724.96
56	<b>RVAMJKUGN-S1</b> BELDEN REVCONN 10GX JACK GREEN	Belden	71.00	\$11.82	\$839.22
57	<b>RVMPPF1U24BK</b> MODULAR REVCONNECT PATCH PANEL 24P 1U BLACK (EMPTY)	Belden	25.00	\$35.14	\$878.50
58	<b>AMS-CP-HARDWARE</b> Misc. MDF/IDF Material	Cabling	8.00	\$67.57	\$540.56
59	<b>EWMWG242425-R5614</b> CABINET WINDOW DOOR W/GLAND PLATE 12RU 24x24x30 BLK	Hoffman	2.00	\$844.59	\$1,689.18
60	<b>EWMR36T</b> ACCESSPLUS RACK ANGLE 36 IN TAPPED PLT	Hoffman	6.00	\$144.59	\$867.54



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61	<b>EWMR24T</b> ACCESSPLUS RACK ANGLE 24 IN TAPPED PLT	Hoffman	2.00	\$135.14	\$270.28
62	<b>EWMWG362425-R5615</b> CABINET WINDOW DOOR W/GLAND PLATE 20RU 36x24x30 BLK	Hoffman	6.00	\$979.73	\$5,878.38
63	<b>3/4" 4X8</b> 3/4" 4X8 AC-grade Plywood BackBoard	Home Depot	2.00	\$128.38	\$256.76

**\*Conduit/Raceway\***

64	<b>EMT200</b> 2" Arlington EMT Plastic Bushing Graybar conduit Conduit	Generic-Conduit	2.00	\$2.67	\$5.34
65	<b>AMS-CP-HARDWARE</b> MISC Conduit and fittings	Cabling	1.00	\$275.00	\$275.00
66	<b>FS200</b> STI READY SLEEVE 2" FIRESTOP SLEEVE	Panduit	1.00	\$53.33	\$53.33
67	<b>AMS-CP-HARDWARE-MISC</b> CONTAINER	Cabling	1.00	\$540.54	\$540.54
68	<b>SSP28</b> STI READY PUDDY PUTTY 24CU IN STICK	Specified Technologies, INC.	1.00	\$28.38	\$28.38
69	<b>FS100</b> STI READY SLEEVE 1" FIRESTOP SLEEVE	Specified Technologies, INC.	1.00	\$41.33	\$41.33

**\*Labor\***

70	<b>AMS-CI-CT-PW</b> Labor: Cabling - Prevailing Wage Install Fiber optic cable Install 12 Strand SM fiber to IDF's from MDF to 8 IDF's. All fiber will be installed thru existing conduit. If conduit is unusable the extra cost maybe needed.	AMS.NET	192.00	\$135.00	\$25,920.00
71	<b>AMS-CI-FIBER-TERM</b> Labor: Fiber Termination (Per Termination) Terminate 8 IDF's LC Connectors test, Label. Install new Fiber LIU in Fiber Enclosure. 816	AMS.NET	64.00	\$135.00	\$8,640.00
72	<b>AMS-CI-CT-PW</b> Labor: Cabling - Prevailing Wage Install 8 New (3ft 6) (2ft 2) 30" deep Enclosures in IDF's.	AMS.NET	126.00	\$135.00	\$17,010.00
73	<b>AMS-CI-CT-PW</b> Labor: Cabling - Prevailing Wage  Cabling (70) total Cat.6A data jacks at 35 locations. Terminate in existing IDF's.  AMS will install cable thru existing pathways and Drop ceiling to classroom. If overhead conduit is unusable extra cost maybe needed.	AMS.NET	136.00	\$135.00	\$18,360.00



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74	<b>AMS-CI-CT-PW</b> Labor: Cabling - Prevailing Wage Install Raceway / conduit to AP location in classrooms and MPR's. Conduit outside buildings not included.	AMS.NET	16.00	\$135.00	\$2,160.00
75	<b>AMS-CI-CT-PW</b> Labor: Cabling - Prevailing Wage Re terminate existing IDF Patch panels with colored modulars on snap in panels . MDF NOT INCLUDED.	AMS.NET	56.00	\$135.00	\$7,560.00
76	<b>AMS-CI-PM-FOC</b> Labor: Project Manager - Cabling	AMS.NET	14.00	\$170.00	\$2,380.00

<b>Shipping</b>					
77	<b>AMS-FREIGHT</b> Freight and Handling	None	1.00	\$0.00	\$0.00

Order Summary

<b>Subtotal</b>	<b>\$120,140.45</b>
<b>Adjustment</b>	<b>\$0.00</b>
<b>Estimated Taxes</b>	<b>\$3,525.17</b>
<b>Total</b>	<b>\$123,665.62</b>



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## Terms and Conditions

1. AMS.NET will require a Purchase Order referencing this Quote # or if a Purchase order is not provided, an authorized representative must sign this quote.
2. Payment terms are Net 30. An interest charge of 1.5% per month will be applied to all accounts past due, plus all costs of collection and reasonable attorneys fees. AMS.NET accepts all major credit cards. A convenience fee of 3.5% will be assessed. Customer agrees to accept multiple invoices for projects that cover multiple sales. In the event that a site's readiness is delayed by the customer, customer agrees to accept and pay invoices that reflect equipment and services already received.
3. Items sold by AMS.NET, Inc. and shipped to destinations in California are subject to sales tax. If an item is subject to sales tax in the state to which the order is shipped, tax is generally calculated on the total selling price of each individual item. In accordance with state tax laws, the total selling price of an order will generally include shipping and handling charges and item-level discounts. The amount of tax charged on your order will depend upon many factors including, but not limited to, the type of item(s) purchased, and the source and destination of the shipment. Factors can change between the time you place an order and the time an invoice is sent, which could affect the calculation of sales taxes. The amount appearing on your proposal as 'Estimated Sales Tax' may differ from the sales taxes ultimately charged. Shipping charges and sales tax will be added to this order when invoiced and the customer agrees to pay these charges.
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Manufacturer's warranty that is guaranteed is whatever is published by the manufacturer at the time of purchase.
11. Cisco Cloud services purchased from AMS.NET requires customer to accept Cisco's Universal Cloud agreement located on Cisco Systems' Website. This Universal Cloud Agreement describes the rights and responsibilities related to the Cloud Service(s) you purchase from Cisco or an Approved Source and is between you and Cisco. The Universal Cloud Agreement includes the applicable Offer Description(s) located at [www.cisco.com/go/cloudterms](http://www.cisco.com/go/cloudterms) (collectively "Agreement"). By clicking 'accept,' or using the Cloud Service, you agree to the terms of this Agreement. If you do not have authority to enter into this Agreement, or if you do not agree with its terms, do not click 'accept' and do not use the Cloud Service. If you determine that you cannot comply with the terms of this Agreement after you have paid for the Cloud Service, you may terminate your





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access to the Cloud Service for a full refund provided you do so within thirty (30) days of your purchase.

AMS.NET Tax ID: 94-3291626

12. The final price of all labor in this quote is contingent upon the customer providing AMS.NET full site access, with keys or a dedicated escort, for a period of at least nine consecutive hours per working day. Any existing pathway being pulled through is assumed to be easily discoverable, and meeting BICSI standards, such as the fill ratio, lack of non-cabling material in the conduit, and appropriate number of LBs. Additionally, any interior wall penetrations are assumed to be drywall or a like material unless otherwise noted in the labor scope for this project. Any deviation from these assumptions may result in additional costs to the customer based on the time added to the project.

C7 License: 763508

Please fax signed Quotation or Purchase Order to your AMS.NET account manager or to 925.245.6150. Full terms and conditions can be viewed on our website at [www.ams.net/services/procurement-and-financing/](http://www.ams.net/services/procurement-and-financing/)

Authorized Signature:  Date: 06 / 16 / 2022

Print Name: Steve Charbonneau Print Title: Superintendent



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## Customer Price Quote

### Customer

Piner-Olivet Union School District  
 3450 Coffey Ln  
 Santa Rosa CA, 95403-1919 US  
 ATTN: Tina Rasori

### Ship To

Piner-Olivet Union School District  
 3450 Coffey Ln  
 Santa Rosa, CA 95403-1919  
 ATTN: Tina Rasori

### Quote Description

Network Upgrade - Wired and Wireless - Northwest Prep

Procurement Method:  
 FOCUS Contract# 2021092  
 Low-Voltage Data Cabling Materials & Services (CA-C7)  
 Professional & Consulting Services  
 Cisco & Cisco Meraki

Quote # #Q-00062838

Project #	96906
Modified	5/26/2022
Account Mgr.	Drew Stark
AM Phone	(925) 245-4771
AM Email	dstark@ams.net
Inside Account Mgr.	John Beyer
IAM Phone	(925) 245-6136
IAM Email	jbeyer@ams.net
Quote Exp.	7/31/2022

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Core Fiber Switching - Cisco C9500-16X					
1	<b>C9500-16X-EDU</b> Catalyst 9500 16-port 10G, K12	Cisco Systems Inc.	1.00	\$7,744.82	\$7,744.82
2	<b>C9500-NM-BLANK</b> Catalyst 9500 network module blank cover	Cisco Systems Inc.	1.00	\$0.00	\$0.00
3	<b>C9500-NW-A</b> C9500 Network Stack, Advantage	Cisco Systems Inc.	1.00	\$0.00	\$0.00
4	<b>S9500UK9-173</b> Cisco Catalyst 9500 XE 17.3 UNIVERSAL	Cisco Systems Inc.	1.00	\$0.00	\$0.00
5	<b>PWR-C4-950WAC-R</b> 950W AC Config 4 Power Supply front to back cooling	Cisco Systems Inc.	1.00	\$0.00	\$0.00
6	<b>PWR-C4-950WAC-R/2</b> 950W AC Config 4 Power Supply front to back cooling	Cisco Systems Inc.	1.00	\$943.94	\$943.94
7	<b>CAB-TA-NA</b> North America AC Type A Power Cable	Cisco Systems Inc.	2.00	\$0.00	\$0.00



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8	<b>C9500-DNA-16X-A</b> C9500 DNA Advantage, Term licenses	Cisco Systems Inc.	1.00	\$0.00	\$0.00
9	<b>C9500-DNA-L-A-5Y</b> DNA Advantage 5 Year License	Cisco Systems Inc.	1.00	\$5,317.54	\$5,317.54
10	<b>PI-LFAS-T</b> Prime Infrastructure Lifecycle & Assurance Term - Smart Lic	Cisco Systems Inc.	3.00	\$0.00	\$0.00
11	<b>PI-LFAS-AP-T-5Y</b> PI Dev Lic for Lifecycle & Assurance Term 5Y	Cisco Systems Inc.	3.00	\$0.00	\$0.00
12	<b>NETWORK-PNP-LIC</b> Network Plug-n-Play Connect for zero-touch device deployment	Cisco Systems Inc.	1.00	\$0.00	\$0.00

Access Switching - Cisco Meraki MS355-48X					
13	<b>MS355-48X-HW</b> Meraki MS355-L3 Stck Cld-Mngd 48GE, 16xmG UPOE Switch	Meraki, Inc.	10.00	\$8,457.28	\$84,572.80
14	<b>LIC-MS355-48X-5YR</b> Meraki MS355-48X Enterprise License and Support, 5 Year	Meraki, Inc.	10.00	\$1,357.70	\$13,577.00

Access Switching - Cisco Meraki MS250-24P					
15	<b>MS250-24P-HW</b> Meraki MS250-24P L3 Stck Cld-Mngd 24x GigE 370W PoE Switch	Meraki, Inc.	1.00	\$3,265.59	\$3,265.59
16	<b>LIC-MS250-24P-5YR</b> Meraki MS250-24P Enterprise License and Support, 5YR	Meraki, Inc.	1.00	\$495.95	\$495.95

Access Switching - Cisco Meraki MS250-48FP					
17	<b>MS250-48FP-HW</b> Meraki MS250-48FP L3 Stck Cld-Mngd 48x GigE 740W PoE Switch	Meraki, Inc.	1.00	\$5,245.62	\$5,245.62
18	<b>LIC-MS250-48FP-5YR</b> Meraki MS250-48FP Enterprise License and Support, 5YR	Meraki, Inc.	1.00	\$794.42	\$794.42

Optics and Cables					
19	<b>SFP-10G-LRM=</b> 10GBASE-LRM SFP Module	Cisco Systems Inc.	18.00	\$531.12	\$9,560.16
20	<b>MA-CBL-TA-1M</b> Preliminary US GPL - Meraki 10 GbE Twinax Cable with	Cisco Systems Inc.	2.00	\$49.42	\$98.84



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21	<b>SFP-10G-SR-S=</b> 10GBASE-SR SFP Module, Enterprise-Class	Cisco Systems Inc.	1.00	\$327.17	\$327.17
22	<b>MA-SFP-10GB-SR</b> Meraki 10G Base SR Multi-Mode	Cisco Systems Inc.	1.00	\$447.25	\$447.25
23	<b>LC2-10G-3M-ENC</b> LC to LC 50/125 10G Aqua Multimode Duplex 3 Meter Fiber Cable	eNet Components	2.00	\$14.03	\$28.06
24	<b>LC2-SM-3M-ENC</b> LC to LC 9/125 Singlemode Duplex Yellow 3 Meter Fiber Cable	eNet Components	18.00	\$14.74	\$265.32

Wireless - Cisco Meraki APs					
25	<b>MR46-HW</b> Meraki MR46 Wi-Fi 6 Indoor AP	Meraki, Inc.	32.00	\$716.95	\$22,942.40
26	<b>LIC-ENT-5YR</b> Meraki MR Enterprise License, 5YR	Cisco Systems Inc.	32.00	\$201.97	\$6,463.04

UPS Battery Backup - N1C UPSs					
27	<b>N1C.L3000G</b> N1C L-Series 3000VA 208/220/230/240VAC	N1 Critical Technologies	1.00	\$2,098.80	\$2,098.80
28	<b>N1C.L2000</b> N1C L-Series Lithium UPS 2000VA 2KVA 120V, Rack or Tower, SNMP Card Included, 4 Post Rack Kit Included, 10 Year Full	N1 Critical Technologies	8.00	\$1,858.80	\$14,870.40

Professional Services					
29	<b>AMS-NI-LAN-MERAKI-CORE-STACKABLE</b> Labor: Meraki Core Switch Installation - Stackable	AMS.NET	1.00	\$1,600.00	\$1,600.00
30	<b>AMS-NI-LAN-MERAKI-EDGE-STACK</b> Labor: Meraki Edge Switch Installation - Stackable	AMS.NET	12.00	\$600.00	\$7,200.00
31	<b>AMS-NI-WIRELESS-LAP-MERAKI</b> Labor: Meraki Access Point Installation. Cabling and mounting not included. (Cabling quote required for these services.)	AMS.NET	32.00	\$125.00	\$4,000.00
32	<b>AMS-NI-AP-MOUNT</b> Networking Labor: Access Point Mounting	AMS.NET	32.00	\$50.00	\$1,600.00
33	<b>AMS-NI-UPS-MOUNT</b> Networking Labor: UPS Rack Mounting (1kVA-3kVA Units)	AMS.NET	9.00	\$250.00	\$2,250.00
34	<b>AMS-NI-LAN-CISCO-UPS-MGT</b> Labor: UPS Management Module Installation	AMS.NET	9.00	\$100.00	\$900.00



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35	<b>AMS-NI-PM-FOC</b> Labor: Project Manager 8 hours per site	AMS.NET	8.00	\$180.00	\$1,440.00
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<b>Professional Services Network Reconfiguration - District-Wide</b>					
36	<b>AMS-MS-FLEX2-PRE-20</b> \$5,000 Block of Premium Flex Support Hours - 20 Hours	AMS.NET	1.00	\$5,000.00	\$5,000.00

<b>*Shipping*</b>					
37	<b>AMS-FREIGHT</b> Freight and Handling	None	1.00	\$495.00	\$495.00

Order Summary

<b>Subtotal</b>	<b>\$203,544.12</b>
<b>Adjustment</b>	<b>\$0.00</b>
<b>Estimated Taxes</b>	<b>\$14,143.84</b>
<b>Total</b>	<b>\$217,687.96</b>



## Terms and Conditions

1. AMS.NET will require a Purchase Order referencing this Quote # or if a Purchase order is not provided, an authorized representative must sign this quote.
2. Payment terms are Net 30. An interest charge of 1.5% per month will be applied to all accounts past due, plus all costs of collection and reasonable attorneys fees. AMS.NET accepts all major credit cards. A convenience fee of 3.5% will be assessed. Customer agrees to accept multiple invoices for projects that cover multiple sales. In the event that a site's readiness is delayed by the customer, customer agrees to accept and pay invoices that reflect equipment and services already received.
3. Items sold by AMS.NET, Inc. and shipped to destinations in California are subject to sales tax. If an item is subject to sales tax in the state to which the order is shipped, tax is generally calculated on the total selling price of each individual item. In accordance with state tax laws, the total selling price of an order will generally include shipping and handling charges and item-level discounts. The amount of tax charged on your order will depend upon many factors including, but not limited to, the type of item(s) purchased, and the source and destination of the shipment. Factors can change between the time you place an order and the time an invoice is sent, which could affect the calculation of sales taxes. The amount appearing on your proposal as 'Estimated Sales Tax' may differ from the sales taxes ultimately charged. Shipping charges and sales tax will be added to this order when invoiced and the customer agrees to pay these charges.
4. All companies with tax exemption must present a valid Tax Exempt form. If Customer is tax exempt or if tax exempt form is not provided then customer agrees to pay all applicable taxes.
5. All shipments are FOB Origin or Pre-paid and shipped to Dock. Any Special shipping requirements must be clearly stated on all PO's (i.e. inside delivery). If inside Delivery or Lift-gate is required it must be specified and additional fees will incur. Shipping charges that appear on this quote are an estimate, AMS.NET will invoice and the customer will pay the actual shipping charge when identified.
6. Upon delivery of equipment, customer agrees to open all shipments and visually inspect equipment for physical damages. All damages must be reported to AMS.NET within 24 hours of delivery.
7. Returns will be accepted at AMS.NET discretion and are subject to manufacturer returns policies as well. For returns to be approved all merchandise must be in an unopened box and the customer agrees to pay a restocking fee of 15% of the purchase price. Returns must be made within 15 Days of receipt. All shipments must have a valid RMA number from AMS.NET before returning. For RMA requests please contact our Customer Service Department at (800) 893-3660 Ext. 6111. Email RMA requests should be directed to [service@ams.net](mailto:service@ams.net). A copy of AMS.NET's full RMA policy is available for review online at [www.ams.net/services/procurement-and-financing/](http://www.ams.net/services/procurement-and-financing/)
8. The laws of the State of California will apply to this sale.
9. The term "installation date" means the first business day on which installation of the system is complete. Minor omissions or variances in performance of the System that do not materially or adversely affect the operation of the system, shall not be deemed to have postponed the Installation Date. Seller shall use its best efforts to make timely delivery and installation. However, all stated delivery and installation dates are approximate and except as expressly provided in this agreement, Seller shall, under no circumstance, be deemed to be in default hereunder or be liable for consequential, incidental or special damages or commercial loss resulting from delays in delivery or installation.
10. Warranties. AMS warrants to Customer that it has good title to the equipment being sold to Customer under this Agreement, and the right to sell such equipment to Customer free of liens or encumbrances. AMS further warrants to Customer that the equipment being sold to Customer hereunder shall be free from defects in workmanship for a warranty period of thirty (30) days commencing on the later date the equipment is delivered to Customer or the date upon which AMS completes performance of the services to be performed under this agreement (this warranty being hereinafter referred to as an "Installation Warranty"). Except as expressly set forth in this paragraph, AMS does not make, and hereby disclaims, any and all representations or warranties, express or implied, with respect to the equipment or services being provided under this agreement, including but not limited to any implied warranties of merchantability, fitness for a particular purpose, satisfactory quality, against infringement, or arising from a course of dealing, usage or trade practice. AMS shall reasonably cooperate and assist Customer in enforcing any manufacturer warranties with respect to the equipment being sold to Customer under this Agreement. AMS hereby advises Customer, and Customer acknowledges that in the event Customer desires to procure from AMS any warranty protection beyond the warranty of title and the Installation Warranty provided under this Paragraph, Customer may do so by entering into a separate Service Agreement with AMS.  
  
Manufacturer's warranty that is guaranteed is whatever is published by the manufacturer at the time of purchase.
11. Cisco Cloud services purchased from AMS.NET requires customer to accept Cisco's Universal Cloud agreement located on Cisco Systems' Website. This Universal Cloud Agreement describes the rights and responsibilities related to the Cloud Service(s) you purchase from Cisco or an Approved Source and is between you and Cisco. The Universal Cloud Agreement includes the applicable Offer Description(s) located at [www.cisco.com/go/cloudterms](http://www.cisco.com/go/cloudterms) (collectively "Agreement"). By clicking 'accept,' or using the Cloud Service, you agree to the terms of this Agreement. If you do not have authority to enter into this Agreement, or if you do not agree with its terms, do not click 'accept' and do not use the Cloud Service. If you determine that you cannot comply with the terms of this Agreement after you have paid for the Cloud Service, you may terminate your



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access to the Cloud Service for a full refund provided you do so within thirty (30) days of your purchase.

AMS.NET Tax ID: 94-3291626

12. The final price of all labor in this quote is contingent upon the customer providing AMS.NET full site access, with keys or a dedicated escort, for a period of at least nine consecutive hours per working day. Any existing pathway being pulled through is assumed to be easily discoverable, and meeting BICSI standards, such as the fill ratio, lack of non-cabling material in the conduit, and appropriate number of LBs. Additionally, any interior wall penetrations are assumed to be drywall or a like material unless otherwise noted in the labor scope for this project. Any deviation from these assumptions may result in additional costs to the customer based on the time added to the project.

C7 License: 763508

Please fax signed Quotation or Purchase Order to your AMS.NET account manager or to 925.245.6150. Full terms and conditions can be viewed on our website at [www.ams.net/services/procurement-and-financing/](http://www.ams.net/services/procurement-and-financing/)

Authorized Signature: 

Date: 06 / 16 / 2022

Print Name: Steve Charbonneau

Print Title: Superintendent



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## Customer Price Quote

### Customer

Piner-Olivet Union School District  
 3450 Coffey Ln  
 Santa Rosa CA, 95403-1919 US  
 ATTN: Tina Rasori

### Ship To

Piner-Olivet Union School District  
 3450 Coffey Ln  
 Santa Rosa, CA 95403-1919  
 ATTN: Tina Rasori

### Quote Description

Network Upgrade - Data Cabling - Northwest Prep

Procurement Method:  
 FOCUS Contract# 2021092  
 Low-Voltage Data Cabling Materials & Services (CA-C7)  
 Professional & Consulting Services  
 Cisco & Cisco Meraki

**Quote #** #Q-00062977

<b>Project #</b>	96906
<b>Modified</b>	5/26/2022
<b>Account Mgr.</b>	Drew Stark
<b>AM Phone</b>	(925) 245-4771
<b>AM Email</b>	dstark@ams.net
<b>Inside Account Mgr.</b>	Jeff Souza
<b>IAM Phone</b>	(925) 245-6133
<b>IAM Email</b>	jsouza@ams.net
<b>Quote Exp.</b>	7/31/2022

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
<b>COPPER MATERIAL</b>					
1	<b>ATS-APLBKT-UNIV1</b> Universal AP L Bracket Wall Mount	AccelTex Solutions	29.00	\$83.78	\$2,429.62
2	<b>VEL-O-3/4-0</b> VELCRO ONE-WRAP 3/4" BLK (25yds)	Arrow Wire & Cable	2.00	\$32.43	\$64.86
3	<b>86B6ASL-3-5</b> CAT6A SLIM LINE W/BOOT 3 FT GREEN	Arrow Wire & Cable	29.00	\$5.07	\$147.03
4	<b>AX104133</b> KEYCONNECT SIDE ENTRY BOXES -2 PORT ALMOND	Belden	35.00	\$4.96	\$173.60
5	<b>86B6ASL-7-5</b> CAT6A SLIM LINE W/BOOT 7 FT GREEN	Arrow Wire & Cable	8.00	\$6.89	\$55.12
6	<b>AX106630</b> MEDIAFLEX 2 PORT 1-GANG ANGLED INSERTS, ALMOND	Belden	6.00	\$4.66	\$27.96
7	<b>RVAMJKUGN-S1</b> BELDEN REVCONN 10GX JACK GREEN	Belden	71.00	\$11.82	\$839.22





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8	<b>AX102261</b> KEYCONNECT BLANK MODULE ALMOND	Belden	40.00	\$0.27	\$10.80
9	<b>2412 006U1000</b> UTP 23/4PR CAT6 2412 PVC BLU RISER CMR - 1000FT PULL BOX	Belden	1.00	\$210.81	\$210.81
10	<b>10GXS12006A1000</b> UTP 23/4PR CAT6A PVC LT. BLU SMALL OD	Belden	13.00	\$439.19	\$5,709.47
11	<b>2148A 0101000</b> UTP 23/4PR CAT6A CMR/CMX BLK Riser In/Out	Belden	1.00	\$594.59	\$594.59
12	<b>RVUCOEW-B50</b> Connectors - REVConnect Cores 50 Pack	Belden	2.00	\$26.35	\$52.70
13	<b>TZES251</b> 1 BLACK WHITE INDUSTRIAL TAPE	Brother International	1.00	\$24.32	\$24.32
14	<b>TZE355</b> 1 WHITE/BLACK TAPE	Brother International	1.00	\$28.38	\$28.38
15	<b>TZES221</b> 3/8 BLACK ON WHITE EXTRA STRENGTH	Brother International	2.00	\$18.92	\$37.84
16	<b>AMS-CP-HARDWARE</b> Cabling: Mounting Hardware	Cabling	1.00	\$270.27	\$270.27
17	<b>AMS-CP-CONSUMABLES</b> Cabling Consumables: Tape,String, Labels, Lube	Cabling	1.00	\$168.92	\$168.92
18	<b>CAT32HP4Z34</b> 2IN JHOOK TO 4Z34 TO WIRE-ROD-FLANGE	Erico	60.00	\$5.54	\$332.40
19	<b>31-388</b> IDEAL Pulling Lubercant 1 Quart	Erico	6.00	\$13.33	\$79.98
20	<b>JETLINE</b> 6500' PULL STRING	Jetline	1.00	\$51.35	\$51.35
21	<b>49223-CBC</b> CEILING BRACKET WITH CLIP FOR SF MNT BOX	Leviton Manufacturing Company, Inc.	6.00	\$7.03	\$42.18

Fiber Material					
22	<b>900S-2M-LC</b> DUPLX FIBER JUMPER 2M SM LC/LC	Arrow Wire & Cable	18.00	\$12.16	\$218.88
23	<b>FFSU06LD</b> LC DUPLX 12F OS2 BLUE	Belden	18.00	\$43.24	\$778.32
24	<b>AX103912</b> FX Ultra 8" Splice Tray	Belden	18.00	\$108.11	\$1,945.98
25	<b>FDSD012R9</b> 12F DISTRIBUTION TIGHT BUFFER Per FT OS2 8.3UM SM I/O OFNR	Belden	4800.00	\$0.47	\$2,256.00



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26	<b>FTSLC900PR12</b> FX PIGTAIL OS1 LC TB 900UM SINGLE-ENDED 2M, COLOR CODED	Belden	18.00	\$85.14	\$1,532.52
27	<b>FXFUHS900AB25</b> HEAT SHRINK SPLICE PROTECTOR 900UM 60MM LONG 25/PACK	Belden	9.00	\$14.86	\$133.74
28	<b>AX100066</b> FO ADAPTER STRIP BLANK FOR FIBEREXPRESS BLACK	Belden	21.00	\$11.35	\$238.35
29	<b>ECX-01U</b> IDF FIBER PANEL - ECX 1U	Belden	9.00	\$164.86	\$1,483.74
30	<b>ECX-04U</b> IDF FIBER PANEL - ECX 4U	Belden	1.00	\$259.46	\$259.46
31	<b>AMS-CP-HARDWARE</b> Cabling: Mounting Hardware	Cabling	10.00	\$27.03	\$270.30
32	<b>31-388</b> IDEAL Pulling Lubercant 1 Quart	Erico	9.00	\$13.51	\$121.59
33	<b>JETLINE</b> 6500' PULL STRING	Jetline	1.00	\$51.35	\$51.35
34	<b>PST-FO</b> CABLE MARKER WRITE-ON TAG U.V. RESIST BLK LEGEND ON YELLOW USE W/TIES 5/PK ROHS	Panduit	9.00	\$13.18	\$118.62

Wiremold					
35	<b>AMS-CP-HARDWARE</b> Misc. Wiremold fittings, screws	Cabling	76.00	\$2.67	\$202.92
36	<b>80714E</b> NYL 1G BLANK PLT	Leviton Manufacturing Company, Inc.	25.00	\$1.35	\$33.75
37	<b>5400C</b> Wiremold 5400 - Cover 8' (Ivory)	Wiremold	7.00	\$32.00	\$224.00
38	<b>5410DF0</b> NM FIBERREADY ENTRANCE END 5400 IV	Wiremold	22.00	\$21.33	\$469.26
39	<b>5400TB</b> Wiremold 5400 - Raceway Base 8' (Ivory) 2 Comp.	Wiremold	7.00	\$45.33	\$317.31
40	<b>PN10L08V</b> Wiremold PN10 Surface Raceway Ivory 8'	Wiremold	69.00	\$23.87	\$1,647.03
41	<b>PSB1V</b> Wiremold Junction Box Ivory	Wiremold	47.00	\$8.00	\$376.00
42	<b>PN10F86FV</b> Wiremold PN10 Drop Ceiling Connector Ivory	Wiremold	4.00	\$3.33	\$13.32



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43	<b>PN10F11V</b> Wiremold PN10 Flat 90 Ivory	Wiremold	50.00	\$2.00	\$100.00
44	<b>PN10F17V</b> NM INTERNAL ELBOW PN10 IVORY	Wiremold	50.00	\$2.00	\$100.00
45	<b>PN10F21V</b> Entrance End Fitting	Wiremold	33.00	\$4.13	\$136.29
46	<b>Pn10F15V</b> Wiremold PN10 Tee Fitting	Wiremold	4.00	\$2.67	\$10.68
47	<b>5474</b> Wiremold 5400 - Transition Fitting (Ivory)	Wiremold	1.00	\$17.33	\$17.33

IDF/MDF Material					
48	<b>86B6SL-1-6</b> CAT6 SLIM LINE PATCH CORD 1 FT BLUE	Arrow Wire & Cable	362.00	\$3.31	\$1,198.22
49	<b>86B6SL-1-7</b> CAT6 SLIM LINE PATCH CORD 1 FT PURPLE	Arrow Wire & Cable	43.00	\$3.31	\$142.33
50	<b>86B6ASL-1-5</b> CAT6A SLIM LINE W/BOOT 1 FT GREEN	Arrow Wire & Cable	56.00	\$5.07	\$283.92
51	<b>86B6SL-3-9</b> CAT6 SLIM LINE PATCH CORD 3 FT WHITE	Arrow Wire & Cable	14.00	\$3.31	\$46.34
52	<b>86B6SL-3-7</b> CAT6 SLIM LINE PATCH CORD 3 FT PURPLE	Arrow Wire & Cable	9.00	\$3.31	\$29.79
53	<b>86B6ASL-3-5</b> CAT6A SLIM LINE W/BOOT 3 FT GREEN	Arrow Wire & Cable	14.00	\$5.68	\$79.52
54	<b>86B6SL-1-9</b> CAT6 SLIM LINE PATCH CORD 1 FT WHITE	Arrow Wire & Cable	40.00	\$3.31	\$132.40
55	<b>RV6MJKUIV-S1</b> BELDEN REVCONN CAT6+ JACK IVORY	Belden	53.00	\$8.11	\$429.83
56	<b>RV6MJKUBL-S1</b> BELDEN REVCONN CAT6+ JACK BLUE	Belden	363.00	\$8.11	\$2,943.93
57	<b>RVAMJKUGN-S1</b> BELDEN REVCONN 10GX JACK GREEN	Belden	71.00	\$11.82	\$839.22
58	<b>RVMPPF1U24BK</b> MODULAR REVCONNECT PATCH PANEL 24P 1U BLACK (EMPTY)	Belden	26.00	\$35.14	\$913.64
59	<b>AMS-CP-HARDWARE</b> Misc. MDF/IDF Material	Cabling	9.00	\$67.57	\$608.13
60	<b>EWMR36T</b> ACCESSPLUS RACK ANGLE 36 IN TAPPED PLT	Hoffman	8.00	\$144.59	\$1,156.72



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61	<b>EWMWG362425-R5615</b> CABINET WINDOW DOOR W/GLAND PLATE 20RU 36x24x30 BLK	Hoffman	8.00	\$979.73	\$7,837.84
62	<b>3/4" 4X8</b> 3/4" 4X8 AC-grade Plywood BackBoard	Home Depot	2.00	\$128.38	\$256.76

*Conduit/Raceway*					
63	<b>EMT200</b> 2" Arlington EMT Plastic Bushing Graybar conduit Conduit	Generic-Conduit	10.00	\$2.67	\$26.70
64	<b>AMS-CP-HARDWARE</b> MISC Conduit and fittings	Cabling	1.00	\$275.00	\$275.00
65	<b>16281</b> 2" Liquid Tight (Per ft Pricing)	Platt Electric	16.00	\$9.03	\$144.48
66	<b>A1200HS 10EG</b> Deep Strut (10') Graybar Deep Strut Conduit	Graybar	1.00	\$69.33	\$69.33
67	<b>101824</b> 2" Liquid Tight Connector	Platt Electric	16.00	\$35.84	\$573.44
68	<b>FS200</b> STI READY SLEEVE 2" FIRESTOP SLEEVE	Panduit	1.00	\$53.33	\$53.33
69	<b>158457</b> 2" Universal Strut Strap	Platt Electric	2.00	\$4.00	\$8.00
70	<b>65906</b> 2" EMT 10' Pipe (Per 10ft Pricing)	Platt Electric	1.00	\$82.67	\$82.67
71	<b>AMS-CP-HARDWARE-MISC</b> CONTAINER	Cabling	1.00	\$540.54	\$540.54
72	<b>SSP28</b> STI READY PUDDY PUTTY 24CU IN STICK	Specified Technologies, INC.	3.00	\$28.38	\$85.14
73	<b>FS100</b> STI READY SLEEVE 1" FIRESTOP SLEEVE	Specified Technologies, INC.	12.00	\$41.33	\$495.96

*Labor*					
74	<b>AMS-CI-CT-PW</b> Labor: Cabling - Prevailing Wage Install Fiber optic cable Install 12 Strand SM fiber to IDF's from MDF to 9 IDF's. All fiber will be installed thru existing conduit. If conduit is unusable the extra cost maybe needed.	AMS.NET	192.00	\$135.00	\$25,920.00
75	<b>AMS-CI-FIBER-TERM</b> Labor: Fiber Termination (Per Termination) Terminate 9 IDF's LC Connectors test, Label. Install new Fiber LIU in Fiber Enclosure. 216	AMS.NET	70.00	\$135.00	\$9,450.00



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76	<b>AMS-CI-CT-PW</b> Labor: Cabling - Prevailing Wage Install 9 New 8 (3ft) 1 (4FT MPR) 30" deep Enclosures in IDF's.	AMS.NET	144.00	\$135.00	\$19,440.00
77	<b>AMS-CI-CT-PW</b> Labor: Cabling - Prevailing Wage  Cabling (70) total Cat.6A data jacks at 35 locations. Terminate in existing IDF's.  AMS will install cable thru existing pathways and Drop ceiling to classroom. If overhead conduit is unusable extra cost maybe needed.	AMS.NET	144.00	\$135.00	\$19,440.00
78	<b>AMS-CI-CT-PW</b> Labor: Cabling - Prevailing Wage Install Raceway / conduit to AP location in classrooms and MPR's. Conduit outside buildings not included.	AMS.NET	234.00	\$135.00	\$31,590.00
79	<b>AMS-CI-CT-PW</b> Labor: Cabling - Prevailing Wage Re terminate existing IDF Patch panels with colored modulars on snap in panels . MDF NOT INCLUDED	AMS.NET	60.00	\$135.00	\$8,100.00
80	<b>AMS-CI-PM-FOC</b> Labor: Project Manager - Cabling	AMS.NET	14.00	\$170.00	\$2,380.00

<b>Shipping</b>					
81	<b>AMS-FREIGHT</b> Freight and Handling	None	1.00	\$0.00	\$0.00

Order Summary

<b>Subtotal</b>	\$159,981.34
<b>Adjustment</b>	\$0.00
<b>Estimated Taxes</b>	\$4,038.69
<b>Total</b>	<b>\$164,020.03</b>



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## Terms and Conditions

1. AMS.NET will require a Purchase Order referencing this Quote # or if a Purchase order is not provided, an authorized representative must sign this quote.
2. Payment terms are Net 30. An interest charge of 1.5% per month will be applied to all accounts past due, plus all costs of collection and reasonable attorneys fees. AMS.NET accepts all major credit cards. A convenience fee of 3.5% will be assessed. Customer agrees to accept multiple invoices for projects that cover multiple sales. In the event that a site's readiness is delayed by the customer, customer agrees to accept and pay invoices that reflect equipment and services already received.
3. Items sold by AMS.NET, Inc. and shipped to destinations in California are subject to sales tax. If an item is subject to sales tax in the state to which the order is shipped, tax is generally calculated on the total selling price of each individual item. In accordance with state tax laws, the total selling price of an order will generally include shipping and handling charges and item-level discounts. The amount of tax charged on your order will depend upon many factors including, but not limited to, the type of item(s) purchased, and the source and destination of the shipment. Factors can change between the time you place an order and the time an invoice is sent, which could affect the calculation of sales taxes. The amount appearing on your proposal as 'Estimated Sales Tax' may differ from the sales taxes ultimately charged. Shipping charges and sales tax will be added to this order when invoiced and the customer agrees to pay these charges.
4. All companies with tax exemption must present a valid Tax Exempt form. If Customer is tax exempt or if tax exempt form is not provided then customer agrees to pay all applicable taxes.
5. All shipments are FOB Origin or Pre-paid and shipped to Dock. Any Special shipping requirements must be clearly stated on all PO's (i.e. inside delivery). If inside Delivery or Lift-gate is required it must be specified and additional fees will incur. Shipping charges that appear on this quote are an estimate, AMS.NET will invoice and the customer will pay the actual shipping charge when identified.
6. Upon delivery of equipment, customer agrees to open all shipments and visually inspect equipment for physical damages. All damages must be reported to AMS.NET within 24 hours of delivery.
7. Returns will be accepted at AMS.NET discretion and are subject to manufacturer returns policies as well. For returns to be approved all merchandise must be in an unopened box and the customer agrees to pay a restocking fee of 15% of the purchase price. Returns must be made within 15 Days of receipt. All shipments must have a valid RMA number from AMS.NET before returning. For RMA requests please contact our Customer Service Department at (800) 893-3660 Ext. 6111. Email RMA requests should be directed to [service@ams.net](mailto:service@ams.net) A copy of AMS.NET's full RMA policy is available for review online at [www.ams.net/services/procurement-and-financing/](http://www.ams.net/services/procurement-and-financing/)
8. The laws of the State of California will apply to this sale.
9. The term "installation date" means the first business day on which installation of the system is complete. Minor omissions or variances in performance of the System that do not materially or adversely affect the operation of the system, shall not be deemed to have postponed the Installation Date. Seller shall use its best efforts to make timely delivery and installation. However, all stated delivery and installation dates are approximate and except as expressly provided in this agreement, Seller shall, under no circumstance, be deemed to be in default hereunder or be liable for consequential, incidental or special damages or commercial loss resulting from delays in delivery or installation.
10. Warranties. AMS warrants to Customer that it has good title to the equipment being sold to Customer under this Agreement, and the right to sell such equipment to Customer free of liens or encumbrances. AMS further warrants to Customer that the equipment being sold to Customer hereunder shall be free from defects in workmanship for a warranty period of thirty (30) days commencing on the later date the equipment is delivered to Customer or the date upon which AMS completes performance of the services to be performed under this agreement (this warranty being hereinafter referred to as an "Installation Warranty"). Except as expressly set forth in this paragraph, AMS does not make, and hereby disclaims, any and all representations or warranties, express or implied, with respect to the equipment or services being provided under this agreement, including but not limited to any implied warranties of merchantability, fitness for a particular purpose, satisfactory quality, against infringement, or arising from a course of dealing, usage or trade practice. AMS shall reasonably cooperate and assist Customer in enforcing any manufacturer warranties with respect to the equipment being sold to Customer under this Agreement. AMS hereby advises Customer, and Customer acknowledges that in the event Customer desires to procure from AMS any warranty protection beyond the warranty of title and the Installation Warranty provided under this Paragraph, Customer may do so by entering into a separate Service Agreement with AMS.  
  
Manufacturer's warranty that is guaranteed is whatever is published by the manufacturer at the time of purchase.
11. Cisco Cloud services purchased from AMS.NET requires customer to accept Cisco's Universal Cloud agreement located on Cisco Systems' Website. This Universal Cloud Agreement describes the rights and responsibilities related to the Cloud Service(s) you purchase from Cisco or an Approved Source and is between you and Cisco. The Universal Cloud Agreement includes the applicable Offer Description(s) located at [www.cisco.com/go/cloudterms](http://www.cisco.com/go/cloudterms) (collectively "Agreement"). By clicking 'accept,' or using the Cloud Service, you agree to the terms of this Agreement. If you do not have authority to enter into this Agreement, or if you do not agree with its terms, do not click 'accept' and do not use the Cloud Service. If you determine that you cannot comply with the terms of this Agreement after you have paid for the Cloud Service, you may terminate your



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access to the Cloud Service for a full refund provided you do so within thirty (30) days of your purchase.

AMS.NET Tax ID: 94-3291626

12. The final price of all labor in this quote is contingent upon the customer providing AMS.NET full site access, with keys or a dedicated escort, for a period of at least nine consecutive hours per working day. Any existing pathway being pulled through is assumed to be easily discoverable, and meeting BICSI standards, such as the fill ratio, lack of non-cabling material in the conduit, and appropriate number of LBs. Additionally, any interior wall penetrations are assumed to be drywall or a like material unless otherwise noted in the labor scope for this project. Any deviation from these assumptions may result in additional costs to the customer based on the time added to the project.

C7 License: 763508

Please fax signed Quotation or Purchase Order to your AMS.NET account manager or to 925.245.6150. Full terms and conditions can be viewed on our website at [www.ams.net/services/procurement-and-financing/](http://www.ams.net/services/procurement-and-financing/)

Authorized Signature: 

Date: 06 / 16 / 2022

Print Name: Steve Charbonneau

Print Title: Superintendent



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## Customer Price Quote

### Customer

Piner-Olivet Union School District  
 3450 Coffey Ln  
 Santa Rosa CA, 95403-1919 US  
 ATTN: Tina Rasori

### Ship To

Piner-Olivet Union School District  
 3450 Coffey Ln  
 Santa Rosa, CA 95403-1919  
 ATTN: Tina Rasori

### Quote Description

Network Upgrade - Wired and Wireless - Olivet ES

Procurement Method:  
 FOCUS Contract# 2021092  
 Low-Voltage Data Cabling Materials & Services (CA-C7)  
 Professional & Consulting Services  
 Cisco & Cisco Meraki

**Quote # #Q-00062836**

<b>Project #</b>	96906
<b>Modified</b>	5/26/2022
<b>Account Mgr.</b>	Drew Stark
<b>AM Phone</b>	(925) 245-4771
<b>AM Email</b>	dstark@ams.net
<b>Inside Account Mgr.</b>	John Beyer
<b>IAM Phone</b>	(925) 245-6136
<b>IAM Email</b>	jbeyer@ams.net
<b>Quote Exp.</b>	7/31/2022

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Core Fiber Switching - Cisco C9500-16X					
1	<b>C9500-16X-EDU</b> Catalyst 9500 16-port 10G, K12	Cisco Systems Inc.	1.00	\$7,744.82	\$7,744.82
2	<b>C9500-NM-BLANK</b> Catalyst 9500 network module blank cover	Cisco Systems Inc.	1.00	\$0.00	\$0.00
3	<b>C9500-NW-A</b> C9500 Network Stack, Advantage	Cisco Systems Inc.	1.00	\$0.00	\$0.00
4	<b>S9500UK9-173</b> Cisco Catalyst 9500 XE 17.3 UNIVERSAL	Cisco Systems Inc.	1.00	\$0.00	\$0.00
5	<b>PWR-C4-950WAC-R</b> 950W AC Config 4 Power Supply front to back cooling	Cisco Systems Inc.	1.00	\$0.00	\$0.00
6	<b>PWR-C4-950WAC-R/2</b> 950W AC Config 4 Power Supply front to back cooling	Cisco Systems Inc.	1.00	\$943.94	\$943.94
7	<b>CAB-TA-NA</b> North America AC Type A Power Cable	Cisco Systems Inc.	2.00	\$0.00	\$0.00





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8	<b>C9500-DNA-16X-A</b> C9500 DNA Advantage, Term licenses	Cisco Systems Inc.	1.00	\$0.00	\$0.00
9	<b>C9500-DNA-L-A-5Y</b> DNA Advantage 5 Year License	Cisco Systems Inc.	1.00	\$5,317.54	\$5,317.54
10	<b>PI-LFAS-T</b> Prime Infrastructure Lifecycle & Assurance Term - Smart Lic	Cisco Systems Inc.	3.00	\$0.00	\$0.00
11	<b>PI-LFAS-AP-T-5Y</b> PI Dev Lic for Lifecycle & Assurance Term 5Y	Cisco Systems Inc.	3.00	\$0.00	\$0.00
12	<b>NETWORK-PNP-LIC</b> Network Plug-n-Play Connect for zero-touch device deployment	Cisco Systems Inc.	1.00	\$0.00	\$0.00

Access Switching - Cisco Meraki MS355-48X					
13	<b>MS355-48X-HW</b> Meraki MS355-L3 Stck Cld-Mngd 48GE, 16xmG UPOE Switch	Meraki, Inc.	8.00	\$8,457.28	\$67,658.24
14	<b>LIC-MS355-48X-5YR</b> Meraki MS355-48X Enterprise License and Support, 5 Year	Meraki, Inc.	8.00	\$1,357.70	\$10,861.60

Access Switching - Cisco Meraki MS250-24P					
15	<b>MS250-24P-HW</b> Meraki MS250-24P L3 Stck Cld-Mngd 24x GigE 370W PoE Switch	Meraki, Inc.	4.00	\$3,265.59	\$13,062.36
16	<b>LIC-MS250-24P-5YR</b> Meraki MS250-24P Enterprise License and Support, 5YR	Meraki, Inc.	4.00	\$495.95	\$1,983.80

Access Switching - Cisco Meraki MS250-48FP					
17	<b>MS250-48FP-HW</b> Meraki MS250-48FP L3 Stck Cld-Mngd 48x GigE 740W PoE Switch	Meraki, Inc.	1.00	\$5,245.62	\$5,245.62
18	<b>LIC-MS250-48FP-5YR</b> Meraki MS250-48FP Enterprise License and Support, 5YR	Meraki, Inc.	1.00	\$794.42	\$794.42

Optics and Cables					
19	<b>SFP-10G-LRM=</b> 10GBASE-LRM SFP Module	Cisco Systems Inc.	14.00	\$531.12	\$7,435.68
20	<b>MA-CBL-TA-1M</b> Preliminary US GPL - Meraki 10 GbE Twinax Cable with	Cisco Systems Inc.	5.00	\$49.42	\$247.10



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21	<b>SFP-10G-SR-S=</b> 10GBASE-SR SFP Module, Enterprise-Class	Cisco Systems Inc.	1.00	\$327.17	\$327.17
22	<b>MA-SFP-10GB-SR</b> Meraki 10G Base SR Multi-Mode	Cisco Systems Inc.	1.00	\$447.25	\$447.25
23	<b>LC2-10G-3M-ENC</b> LC to LC 50/125 10G Aqua Multimode Duplex 3 Meter Fiber Cable	eNet Components	2.00	\$14.03	\$28.06
24	<b>LC2-SM-3M-ENC</b> LC to LC 9/125 Singlemode Duplex Yellow 3 Meter Fiber Cable	eNet Components	14.00	\$14.74	\$206.36

Wireless - Cisco Meraki APs

25	<b>MR46-HW</b> Meraki MR46 Wi-Fi 6 Indoor AP	Meraki, Inc.	28.00	\$716.95	\$20,074.60
26	<b>LIC-ENT-5YR</b> Meraki MR Enterprise License, 5YR	Cisco Systems Inc.	28.00	\$201.97	\$5,655.16

UPS Battery Backup - N1C UPSs

27	<b>N1C.L3000G</b> N1C L-Series 3000VA 208/220/230/240VAC	N1 Critical Technologies	1.00	\$2,098.80	\$2,098.80
28	<b>N1C.L2000</b> N1C L-Series Lithium UPS 2000VA 2KVA 120V, Rack or Tower, SNMP Card Included, 4 Post Rack Kit Included, 10 Year Full	N1 Critical Technologies	7.00	\$1,858.80	\$13,011.60

Professional Services

29	<b>AMS-NI-LAN-MERAKI-CORE-STACKABLE</b> Labor: Meraki Core Switch Installation - Stackable	AMS.NET	1.00	\$1,600.00	\$1,600.00
30	<b>AMS-NI-LAN-MERAKI-EDGE-STACK</b> Labor: Meraki Edge Switch Installation - Stackable	AMS.NET	13.00	\$600.00	\$7,800.00
31	<b>AMS-NI-WIRELESS-LAP-MERAKI</b> Labor: Meraki Access Point Installation. Cabling and mounting not included. (Cabling quote required for these services.)	AMS.NET	28.00	\$125.00	\$3,500.00
32	<b>AMS-NI-AP-MOUNT</b> Networking Labor: Access Point Mounting	AMS.NET	28.00	\$50.00	\$1,400.00
33	<b>AMS-NI-UPS-MOUNT</b> Networking Labor: UPS Rack Mounting (1kVA-3kVA Units)	AMS.NET	8.00	\$250.00	\$2,000.00
34	<b>AMS-NI-LAN-CISCO-UPS-MGT</b> Labor: UPS Management Module Installation	AMS.NET	8.00	\$100.00	\$800.00



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35	<b>AMS-NI-PM-FOC</b> Labor: Project Manager 8 hours per site	AMS.NET	8.00	\$180.00	\$1,440.00
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<b>Professional Services Network Reconfiguration - District-Wide</b>					
36	<b>AMS-MS-FLEX2-PRE-20</b> \$5,000 Block of Premium Flex Support Hours - 20 Hours	AMS.NET	1.00	\$5,000.00	\$5,000.00

<b>*Shipping*</b>					
37	<b>AMS-FREIGHT</b> Freight and Handling	None	1.00	\$440.00	\$440.00

Order Summary

Subtotal	\$187,124.12
Adjustment	\$0.00
Estimated Taxes	\$12,854.93
<b>Total</b>	<b>\$199,979.05</b>



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Manufacturer's warranty that is guaranteed is whatever is published by the manufacturer at the time of purchase.
11. Cisco Cloud services purchased from AMS.NET requires customer to accept Cisco's Universal Cloud agreement located on Cisco Systems' Website. This Universal Cloud Agreement describes the rights and responsibilities related to the Cloud Service(s) you purchase from Cisco or an Approved Source and is between you and Cisco. The Universal Cloud Agreement includes the applicable Offer Description(s) located at [www.cisco.com/go/cloudterms](http://www.cisco.com/go/cloudterms) (collectively "Agreement"). By clicking 'accept,' or using the Cloud Service, you agree to the terms of this Agreement. If you do not have authority to enter into this Agreement, or if you do not agree with its terms, do not click 'accept' and do not use the Cloud Service. If you determine that you cannot comply with the terms of this Agreement after you have paid for the Cloud Service, you may terminate your



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access to the Cloud Service for a full refund provided you do so within thirty (30) days of your purchase.

AMS.NET Tax ID: 94-3291626

C7 License: 763508

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Please fax signed Quotation or Purchase Order to your AMS.NET account manager or to 925.245.6150. Full terms and conditions can be viewed on our website at [www.ams.net/services/procurement-and-financing/](http://www.ams.net/services/procurement-and-financing/)

Authorized Signature: 

Date: 06 / 16 / 2022

Print Name: Steve Charbonneau

Print Title: Superintendent



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 925-245-6100 • 925-245-6150 Fax  
 www.ams.net

## Customer Price Quote

### Customer

Piner-Olivet Union School District  
 3450 Coffey Ln  
 Santa Rosa CA, 95403-1919 US  
 ATTN: Tina Rasori

### Ship To

Piner-Olivet Union School District  
 3450 Coffey Ln  
 Santa Rosa, CA 95403-1919  
 ATTN: Tina Rasori

### Quote Description

Network Upgrade - Data Cabling - Olivet ES

Procurement Method:  
 FOCUS Contract# 2021092  
 Low-Voltage Data Cabling Materials & Services (CA-C7)  
 Professional & Consulting Services  
 Cisco & Cisco Meraki

<b>Quote #</b>	<b>#Q-00062974</b>
<b>Project #</b>	96906
<b>Modified</b>	5/26/2022
<b>Account Mgr.</b>	Drew Stark
<b>AM Phone</b>	(925) 245-4771
<b>AM Email</b>	dstark@ams.net
<b>Inside Account Mgr.</b>	Jeff Souza
<b>IAM Phone</b>	(925) 245-6133
<b>IAM Email</b>	jsouza@ams.net
<b>Quote Exp.</b>	7/31/2022

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
<b>COPPER MATERIAL</b>					
1	<b>ATS-APLBKT-UNIV1</b> Universal AP L Bracket Wall Mount	AccelTex Solutions	9.00	\$83.78	\$754.02
2	<b>VEL-O-3/4-0</b> VELCRO ONE-WRAP 3/4" BLK (25yds)	Arrow Wire & Cable	2.00	\$32.43	\$64.86
3	<b>86B6ASL-3-5</b> CAT6A SLIM LINE W/BOOT 3 FT GREEN	Arrow Wire & Cable	9.00	\$5.07	\$45.63
4	<b>86B6ASL-7-5</b> CAT6A SLIM LINE W/BOOT 7 FT GREEN	Arrow Wire & Cable	22.00	\$6.89	\$151.58
5	<b>AX106630</b> MEDIAFLEX 2 PORT 1-GANG ANGLED INSERTS, ALMOND	Belden	2.00	\$4.66	\$9.32
6	<b>AX104133</b> KEYCONNECT SIDE ENTRY BOXES -2 PORT ALMOND	Belden	31.00	\$4.96	\$153.76
7	<b>RVAMJKUGN-S1</b> BELDEN REVCONN 10GX JACK GREEN	Belden	63.00	\$11.82	\$744.66



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8	<b>AX102261</b> KEYCONNECT BLANK MODULE ALMOND	Belden	30.00	\$0.27	\$8.10
9	<b>10GXS12006A1000</b> UTP 23/4PR CAT6A PVC LT. BLU SMALL OD	Belden	9.00	\$439.19	\$3,952.71
10	<b>2148A 0101000</b> UTP 23/4PR CAT6A CMR/CMX BLK Riser In/Out	Belden	1.00	\$594.59	\$594.59
11	<b>RVUCOEW-B50</b> Connectors - REVConnect Cores 50 Pack	Belden	2.00	\$26.35	\$52.70
12	<b>TZES251</b> 1 BLACK WHITE INDUSTRIAL TAPE	Brother International	1.00	\$24.32	\$24.32
13	<b>TZE355</b> 1 WHITE/BLACK TAPE	Brother International	1.00	\$28.38	\$28.38
14	<b>TZES221</b> 3/8 BLACK ON WHITE EXTRA STRENGTH	Brother International	2.00	\$18.92	\$37.84
15	<b>AMS-CP-HARDWARE</b> Cabling: Mounting Hardware	Cabling	1.00	\$270.27	\$270.27
16	<b>AMS-CP-CONSUMABLES</b> Cabling Consumables: Tape,String, Labels, Lube	Cabling	1.00	\$168.92	\$168.92
17	<b>CAT32HP4Z34</b> 2IN JHOOK TO 4Z34 TO WIRE-ROD-FLANGE	Erico	250.00	\$5.54	\$1,385.00
18	<b>31-388</b> IDEAL Pulling Lubercant 1 Quart	Erico	5.00	\$13.33	\$66.65
19	<b>JETLINE</b> 6500' PULL STRING	Jetline	1.00	\$51.35	\$51.35
20	<b>49223-CBC</b> CEILING BRACKET WITH CLIP FOR SF MNT BOX	Leviton Manufacturing Company, Inc.	22.00	\$7.03	\$154.66

Fiber Material					
21	<b>900S-2M-LC</b> DUPLEX FIBER JUMPER 2M SM LC/LC	Arrow Wire & Cable	16.00	\$12.16	\$194.56
22	<b>FFSU06LD</b> LC DUPLEX 12F OS2 BLUE	Belden	16.00	\$43.24	\$691.84
23	<b>AX103912</b> FX Ultra 8" Splice Tray	Belden	16.00	\$108.11	\$1,729.76
24	<b>FDSD012R9</b> 12F DISTRIBUTION TIGHT BUFFER Per FT OS2 8.3UM SM I/O OFNR	Belden	3600.00	\$0.47	\$1,692.00
25	<b>FTSLC900PR12</b> FX PIGTAIL OS1 LC TB 900UM SINGLE-ENDED 2M, COLOR CODED	Belden	16.00	\$85.14	\$1,362.24



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26	<b>FXFUHS900AB25</b> HEAT SHRINK SPLICE PROTECTOR 900UM 60MM LONG 25/PACK	Belden	8.00	\$14.86	\$118.88
27	<b>AX100066</b> FO ADAPTER STRIP BLANK FOR FIBEREXPRESS BLACK	Belden	20.00	\$11.35	\$227.00
28	<b>ECX-01U</b> IDF FIBER PANEL - ECX 1U	Belden	8.00	\$164.86	\$1,318.88
29	<b>ECX-04U</b> IDF FIBER PANEL - ECX 4U	Belden	1.00	\$259.46	\$259.46
30	<b>AMS-CP-HARDWARE</b> Cabling: Mounting Hardware	Cabling	9.00	\$27.03	\$243.27
31	<b>31-388</b> IDEAL Pulling Lubercant 1 Quart	Erico	8.00	\$13.51	\$108.08
32	<b>JETLINE</b> 6500' PULL STRING	Jetline	1.00	\$51.35	\$51.35
33	<b>PST-FO</b> CABLE MARKER WRITE-ON TAG U.V. RESIST BLK LEGEND ON YELLOW USE W/TIES 5/PK ROHS	Panduit	8.00	\$13.18	\$105.44

Wiremold					
34	<b>AMS-CP-HARDWARE</b> Misc. Wiremold fittings, screws	Cabling	18.00	\$2.67	\$48.06
35	<b>80714E</b> NYL 1G BLANK PLT	Leviton Manufacturing Company, Inc.	10.00	\$1.35	\$13.50
36	<b>5400C</b> Wiremold 5400 - Cover 8' (Ivory)	Wiremold	4.00	\$32.00	\$128.00
37	<b>5410DF0</b> NM FIBERREADY ENTRANCE END 5400 IV	Wiremold	16.00	\$21.33	\$341.28
38	<b>5400TB</b> Wiremold 5400 - Raceway Base 8' (Ivory) 2 Comp.	Wiremold	4.00	\$45.33	\$181.32
39	<b>PN10L08V</b> Wiremold PN10 Surface Raceway Ivory 8'	Wiremold	12.00	\$23.87	\$286.44
40	<b>PSB1V</b> Wiremold Junction Box Ivory	Wiremold	12.00	\$8.00	\$96.00
41	<b>PN10F86FV</b> Wiremold PN10 Drop Ceiling Connector Ivory	Wiremold	1.00	\$3.33	\$3.33
42	<b>PN10F11V</b> Wiremold PN10 Flat 90 Ivory	Wiremold	10.00	\$2.00	\$20.00





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43	<b>PN10F17V</b> NM INTERNAL ELBOW PN10 IVORY	Wiremold	20.00	\$2.00	\$40.00
44	<b>PN10F21V</b> Entrance End Fitting	Wiremold	1.00	\$4.13	\$4.13
45	<b>Pn10F15V</b> Wiremold PN10 Tee Fitting	Wiremold	1.00	\$2.67	\$2.67
46	<b>5474</b> Wiremold 5400 - Transition Fitting (Ivory)	Wiremold	2.00	\$17.33	\$34.66

IDF/MDF Material

47	<b>86B6SL-1-6</b> CAT6 SLIM LINE PATCH CORD 1 FT BLUE	Arrow Wire & Cable	394.00	\$3.31	\$1,304.14
48	<b>86B6SL-1-7</b> CAT6 SLIM LINE PATCH CORD 1 FT PURPLE	Arrow Wire & Cable	40.00	\$3.31	\$132.40
49	<b>86B6ASL-1-5</b> CAT6A SLIM LINE W/BOOT 1 FT GREEN	Arrow Wire & Cable	60.00	\$5.07	\$304.20
50	<b>86B6SL-3-9</b> CAT6 SLIM LINE PATCH CORD 3 FT WHITE	Arrow Wire & Cable	4.00	\$3.31	\$13.24
51	<b>86B6SL-3-7</b> CAT6 SLIM LINE PATCH CORD 3 FT PURPLE	Arrow Wire & Cable	1.00	\$3.31	\$3.31
52	<b>86B6ASL-3-5</b> CAT6A SLIM LINE W/BOOT 3 FT GREEN	Arrow Wire & Cable	2.00	\$5.68	\$11.36
53	<b>86B6SL-1-9</b> CAT6 SLIM LINE PATCH CORD 1 FT WHITE	Arrow Wire & Cable	40.00	\$3.31	\$132.40
54	<b>RV6MJKUIV-S1</b> BELDEN REVCONN CAT6+ JACK IVORY	Belden	41.00	\$8.11	\$332.51
55	<b>RV6MJKUBL-S1</b> BELDEN REVCONN CAT6+ JACK BLUE	Belden	395.00	\$8.11	\$3,203.45
56	<b>RVAMJKUGN-S1</b> BELDEN REVCONN 10GX JACK GREEN	Belden	63.00	\$11.82	\$744.66
57	<b>RVMPPF1U24BK</b> MODULAR REVCONNECT PATCH PANEL 24P 1U BLACK (EMPTY)	Belden	27.00	\$35.14	\$948.78
58	<b>AMS-CP-HARDWARE</b> Misc. MDF/IDF Material	Cabling	8.00	\$67.57	\$540.56
59	<b>EWMR36T</b> ACCESSPLUS RACK ANGLE 36 IN TAPPED PLT	Hoffman	8.00	\$144.59	\$1,156.72
60	<b>EWMWG362425-R5615</b> CABINET WINDOW DOOR W/GLAND PLATE 20RU 36x24x30 BLK	Hoffman	8.00	\$979.73	\$7,837.84



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61	<b>3/4" 4X8</b> 3/4" 4X8 AC-grade Plywood BackBoard	Home Depot	2.00	\$128.38	\$256.76
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**\*Conduit/Raceway\***

62	<b>EMT200</b> 2" Arlington EMT Plastic Bushing Graybar conduit Conduit	Generic-Conduit	10.00	\$2.67	\$26.70
63	<b>AMS-CP-HARDWARE</b> MISC Conduit and fittings	Cabling	1.00	\$275.00	\$275.00
64	<b>16281</b> 2" Liquid Tight (Per ft Pricing)	Platt Electric	30.00	\$9.03	\$270.90
65	<b>A1200HS 10EG</b> Deep Strut (10') Graybar Deep Strut Conduit	Graybar	1.00	\$69.33	\$69.33
66	<b>101824</b> 2" Liquid Tight Connector	Platt Electric	30.00	\$35.84	\$1,075.20
67	<b>FS200</b> STI READY SLEEVE 2" FIRESTOP SLEEVE	Panduit	1.00	\$53.33	\$53.33
68	<b>158457</b> 2" Universal Strut Strap	Platt Electric	1.00	\$4.00	\$4.00
69	<b>65906</b> 2" EMT 10' Pipe (Per 10ft Pricing)	Platt Electric	1.00	\$82.67	\$82.67
70	<b>AMS-CP-HARDWARE-MISC</b> CONTAINER	Cabling	1.00	\$540.54	\$540.54
71	<b>SSP28</b> STI READY PUDDY PUTTY 24CU IN STICK	Specified Technologies, INC.	1.00	\$28.38	\$28.38
72	<b>FS100</b> STI READY SLEEVE 1" FIRESTOP SLEEVE	Specified Technologies, INC.	1.00	\$41.33	\$41.33

**\*Labor\***

73	<b>AMS-CI-CT-PW</b> Labor: Cabling - Prevailing Wage Install Fiber optic cable Install 12 Strand SM fiber to IDF's from MDF to 8 IDF's. All fiber will be installed thru existing conduit. If conduit is unusable the extra cost maybe needed.	AMS.NET	192.00	\$135.00	\$25,920.00
74	<b>AMS-CI-FIBER-TERM</b> Labor: Fiber Termination (Per Termination) Terminate 8 IDF's LC Connectors test, Label. Install new Fiber LIU in Fiber Enclosure. 816	AMS.NET	64.00	\$135.00	\$8,640.00
75	<b>AMS-CI-CT-PW</b> Labor: Cabling - Prevailing Wage Install 8 New 3ft 30" deep Enclosures in IDF's.	AMS.NET	126.00	\$135.00	\$17,010.00



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76	<b>AMS-CI-CT-PW</b> Labor: Cabling - Prevailing Wage  Cabling (62) total Cat.6A data jacks at 31 locations. Terminate in existing IDF's.  AMS will install cable thru existing pathways and Drop ceiling to classroom. If overhead conduit is unusable extra cost maybe needed.	AMS.NET	160.00	\$135.00	\$21,600.00
77	<b>AMS-CI-CT-PW</b> Labor: Cabling - Prevailing Wage Install Raceway / conduit to AP location in classrooms and MPR's. Conduit outside buildings not included.	AMS.NET	96.00	\$135.00	\$12,960.00
78	<b>AMS-CI-CT-PW</b> Labor: Cabling - Prevailing Wage Re terminate existing IDF Patch panels with colored modularson snap in panels .	AMS.NET	60.00	\$135.00	\$8,100.00
79	<b>AMS-CI-PM-FOC</b> Labor: Project Manager - Cabling	AMS.NET	14.00	\$170.00	\$2,380.00

<b>Shipping</b>					
80	<b>AMS-FREIGHT</b> Freight and Handling	None	1.00	\$0.00	\$0.00

Order Summary

<b>Subtotal</b>	<b>\$134,021.18</b>
<b>Adjustment</b>	<b>\$0.00</b>
<b>Estimated Taxes</b>	<b>\$3,460.50</b>
<b>Total</b>	<b>\$137,481.68</b>



## Terms and Conditions

1. AMS.NET will require a Purchase Order referencing this Quote # or if a Purchase order is not provided, an authorized representative must sign this quote.
2. Payment terms are Net 30. An interest charge of 1.5% per month will be applied to all accounts past due, plus all costs of collection and reasonable attorneys fees. AMS.NET accepts all major credit cards. A convenience fee of 3.5% will be assessed. Customer agrees to accept multiple invoices for projects that cover multiple sales. In the event that a site's readiness is delayed by the customer, customer agrees to accept and pay invoices that reflect equipment and services already received.
3. Items sold by AMS.NET, Inc. and shipped to destinations in California are subject to sales tax. If an item is subject to sales tax in the state to which the order is shipped, tax is generally calculated on the total selling price of each individual item. In accordance with state tax laws, the total selling price of an order will generally include shipping and handling charges and item-level discounts. The amount of tax charged on your order will depend upon many factors including, but not limited to, the type of item(s) purchased, and the source and destination of the shipment. Factors can change between the time you place an order and the time an invoice is sent, which could affect the calculation of sales taxes. The amount appearing on your proposal as 'Estimated Sales Tax' may differ from the sales taxes ultimately charged. Shipping charges and sales tax will be added to this order when invoiced and the customer agrees to pay these charges.
4. All companies with tax exemption must present a valid Tax Exempt form. If Customer is tax exempt or if tax exempt form is not provided then customer agrees to pay all applicable taxes.
5. All shipments are FOB Origin or Pre-paid and shipped to Dock. Any Special shipping requirements must be clearly stated on all PO's (i.e. inside delivery). If inside Delivery or Lift-gate is required it must be specified and additional fees will incur. Shipping charges that appear on this quote are an estimate, AMS.NET will invoice and the customer will pay the actual shipping charge when identified.
6. Upon delivery of equipment, customer agrees to open all shipments and visually inspect equipment for physical damages. All damages must be reported to AMS.NET within 24 hours of delivery.
7. Returns will be accepted at AMS.NET discretion and are subject to manufacturer returns policies as well. For returns to be approved all merchandise must be in an unopened box and the customer agrees to pay a restocking fee of 15% of the purchase price. Returns must be made within 15 Days of receipt. All shipments must have a valid RMA number from AMS.NET before returning. For RMA requests please contact our Customer Service Department at (800) 893-3660 Ext. 6111. Email RMA requests should be directed to [service@ams.net](mailto:service@ams.net) A copy of AMS.NET's full RMA policy is available for review online at [www.ams.net/services/procurement-and-financing/](http://www.ams.net/services/procurement-and-financing/)
8. The laws of the State of California will apply to this sale.
9. The term "installation date" means the first business day on which installation of the system is complete. Minor omissions or variances in performance of the System that do not materially or adversely affect the operation of the system, shall not be deemed to have postponed the Installation Date. Seller shall use its best efforts to make timely delivery and installation. However, all stated delivery and installation dates are approximate and except as expressly provided in this agreement, Seller shall, under no circumstance, be deemed to be in default hereunder or be liable for consequential, incidental or special damages or commercial loss resulting from delays in delivery or installation.
10. Warranties. AMS warrants to Customer that it has good title to the equipment being sold to Customer under this Agreement, and the right to sell such equipment to Customer free of liens or encumbrances. AMS further warrants to Customer that the equipment being sold to Customer hereunder shall be free from defects in workmanship for a warranty period of thirty (30) days commencing on the later date the equipment is delivered to Customer or the date upon which AMS completes performance of the services to be performed under this agreement (this warranty being hereinafter referred to as an "Installation Warranty"). Except as expressly set forth in this paragraph, AMS does not make, and hereby disclaims, any and all representations or warranties, express or implied, with respect to the equipment or services being provided under this agreement, including but not limited to any implied warranties of merchantability, fitness for a particular purpose, satisfactory quality, against infringement, or arising from a course of dealing, usage or trade practice. AMS shall reasonably cooperate and assist Customer in enforcing any manufacturer warranties with respect to the equipment being sold to Customer under this Agreement. AMS hereby advises Customer, and Customer acknowledges that in the event Customer desires to procure from AMS any warranty protection beyond the warranty of title and the Installation Warranty provided under this Paragraph, Customer may do so by entering into a separate Service Agreement with AMS.  
  
Manufacturer's warranty that is guaranteed is whatever is published by the manufacturer at the time of purchase.
11. Cisco Cloud services purchased from AMS.NET requires customer to accept Cisco's Universal Cloud agreement located on Cisco Systems' Website. This Universal Cloud Agreement describes the rights and responsibilities related to the Cloud Service(s) you purchase from Cisco or an Approved Source and is between you and Cisco. The Universal Cloud Agreement includes the applicable Offer Description(s) located at [www.cisco.com/go/cloudterms](http://www.cisco.com/go/cloudterms) (collectively "Agreement"). By clicking 'accept,' or using the Cloud Service, you agree to the terms of this Agreement. If you do not have authority to enter into this Agreement, or if you do not agree with its terms, do not click 'accept' and do not use the Cloud Service. If you determine that you cannot comply with the terms of this Agreement after you have paid for the Cloud Service, you may terminate your



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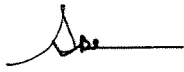
access to the Cloud Service for a full refund provided you do so within thirty (30) days of your purchase.

AMS.NET Tax ID: 94-3291626

12. The final price of all labor in this quote is contingent upon the customer providing AMS.NET full site access, with keys or a dedicated escort, for a period of at least nine consecutive hours per working day. Any existing pathway being pulled through is assumed to be easily discoverable, and meeting BICSI standards, such as the fill ratio, lack of non-cabling material in the conduit, and appropriate number of LBs. Additionally, any interior wall penetrations are assumed to be drywall or a like material unless otherwise noted in the labor scope for this project. Any deviation from these assumptions may result in additional costs to the customer based on the time added to the project.

C7 License: 763508

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Authorized Signature: 

Date: 06 / 16 / 2022

Print Name: Steve Charbonneau

Print Title: Superintendent



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## Customer Price Quote

### Customer

Piner-Olivet Union School District  
 3450 Coffey Ln  
 Santa Rosa CA, 95403-1919 US  
 ATTN: Tina Rasori

### Ship To

Piner-Olivet Union School District  
 3450 Coffey Ln  
 Santa Rosa, CA 95403-1919  
 ATTN: Tina Rasori

### Quote Description

Network Upgrade - Wired and Wireless - Schafer ES

Procurement Method:  
 FOCUS Contract# 2021092  
 Low-Voltage Data Cabling Materials & Services (CA-C7)  
 Professional & Consulting Services  
 Cisco & Cisco Meraki

<b>Quote #</b>	<b>#Q-00063067</b>
<b>Project #</b>	96906
<b>Modified</b>	5/26/2022
<b>Account Mgr.</b>	Drew Stark
<b>AM Phone</b>	(925) 245-4771
<b>AM Email</b>	dstark@ams.net
<b>Inside Account Mgr.</b>	John Beyer
<b>IAM Phone</b>	(925) 245-6136
<b>IAM Email</b>	jbeyer@ams.net
<b>Quote Exp.</b>	7/31/2022

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Core Fiber Switching - Cisco C9500-16X					
1	<b>C9500-16X-EDU</b> Catalyst 9500 16-port 10G, K12	Cisco Systems Inc.	1.00	\$7,744.82	\$7,744.82
2	<b>C9500-NM-BLANK</b> Catalyst 9500 network module blank cover	Cisco Systems Inc.	1.00	\$0.00	\$0.00
3	<b>C9500-NW-A</b> C9500 Network Stack, Advantage	Cisco Systems Inc.	1.00	\$0.00	\$0.00
4	<b>S9500UK9-173</b> Cisco Catalyst 9500 XE 17.3 UNIVERSAL	Cisco Systems Inc.	1.00	\$0.00	\$0.00
5	<b>PWR-C4-950WAC-R</b> 950W AC Config 4 Power Supply front to back cooling	Cisco Systems Inc.	1.00	\$0.00	\$0.00
6	<b>PWR-C4-950WAC-R/2</b> 950W AC Config 4 Power Supply front to back cooling	Cisco Systems Inc.	1.00	\$943.94	\$943.94
7	<b>CAB-TA-NA</b> North America AC Type A Power Cable	Cisco Systems Inc.	2.00	\$0.00	\$0.00



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8	<b>C9500-DNA-16X-A</b> C9500 DNA Advantage, Term licenses	Cisco Systems Inc.	1.00	\$0.00	\$0.00
9	<b>C9500-DNA-L-A-5Y</b> DNA Advantage 5 Year License	Cisco Systems Inc.	1.00	\$5,317.54	\$5,317.54
10	<b>PI-LFAS-T</b> Prime Infrastructure Lifecycle & Assurance Term - Smart Lic	Cisco Systems Inc.	3.00	\$0.00	\$0.00
11	<b>PI-LFAS-AP-T-5Y</b> PI Dev Lic for Lifecycle & Assurance Term 5Y	Cisco Systems Inc.	3.00	\$0.00	\$0.00
12	<b>NETWORK-PNP-LIC</b> Network Plug-n-Play Connect for zero-touch device deployment	Cisco Systems Inc.	1.00	\$0.00	\$0.00

<b>Access Switching - Cisco Meraki MS355-48X</b>					
13	<b>MS355-48X-HW</b> Meraki MS355-L3 Stck Cld-Mngd 48GE, 16xmG UPOE Switch	Meraki, Inc.	9.00	\$8,457.28	\$76,115.52
14	<b>LIC-MS355-48X-5YR</b> Meraki MS355-48X Enterprise License and Support, 5 Year	Meraki, Inc.	9.00	\$1,357.70	\$12,219.30

<b>Access Switching - Cisco Meraki MS250-24P</b>					
15	<b>MS250-24P-HW</b> Meraki MS250-24P L3 Stck Cld-Mngd 24x GigE 370W PoE Switch	Meraki, Inc.	6.00	\$3,265.59	\$19,593.54
16	<b>LIC-MS250-24P-5YR</b> Meraki MS250-24P Enterprise License and Support, 5YR	Meraki, Inc.	6.00	\$495.95	\$2,975.70

<b>Access Switching - Cisco Meraki MS250-48FP</b>					
17	<b>MS250-48FP-HW</b> Meraki MS250-48FP L3 Stck Cld-Mngd 48x GigE 740W PoE Switch	Meraki, Inc.	2.00	\$5,245.62	\$10,491.24
18	<b>LIC-MS250-48FP-5YR</b> Meraki MS250-48FP Enterprise License and Support, 5YR	Meraki, Inc.	2.00	\$794.42	\$1,588.84

<b>Optics and Cables</b>					
19	<b>SFP-10G-LRM=</b> 10GBASE-LRM SFP Module	Cisco Systems Inc.	17.00	\$531.12	\$9,029.04
20	<b>MA-CBL-TA-1M</b> Preliminary US GPL - Meraki 10 GbE Twinax Cable with	Cisco Systems Inc.	6.00	\$49.42	\$296.52



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21	<b>SFP-10G-SR-S=</b> 10GBASE-SR SFP Module, Enterprise-Class	Cisco Systems Inc.	1.00	\$327.17	\$327.17
22	<b>MA-SFP-10GB-SR</b> Meraki 10G Base SR Multi-Mode	Cisco Systems Inc.	1.00	\$447.25	\$447.25
23	<b>LC2-10G-3M-ENC</b> LC to LC 50/125 10G Aqua Multimode Duplex 3 Meter Fiber Cable	eNet Components	2.00	\$14.03	\$28.06
24	<b>LC2-SM-3M-ENC</b> LC to LC 9/125 Singlemode Duplex Yellow 3 Meter Fiber Cable	eNet Components	17.00	\$14.74	\$250.58

Wireless - Cisco Meraki APs					
25	<b>MR46-HW</b> Meraki MR46 Wi-Fi 6 Indoor AP	Meraki, Inc.	27.00	\$716.95	\$19,357.65
26	<b>LIC-ENT-5YR</b> Meraki MR Enterprise License, 5YR	Cisco Systems Inc.	27.00	\$201.97	\$5,453.19

UPS Battery Backup - N1C UPSs					
27	<b>N1C.L3000G</b> N1C L-Series 3000VA 208/220/230/240VAC	N1 Critical Technologies	1.00	\$2,098.80	\$2,098.80
28	<b>N1C.L2000</b> N1C L-Series Lithium UPS 2000VA 2KVA 120V, Rack or Tower, SNMP Card Included, 4 Post Rack Kit Included, 10 Year Full	N1 Critical Technologies	8.00	\$1,858.80	\$14,870.40

Professional Services					
29	<b>AMS-NI-LAN-MERAKI-CORE-STACKABLE</b> Labor: Meraki Core Switch Installation - Stackable	AMS.NET	1.00	\$1,600.00	\$1,600.00
30	<b>AMS-NI-LAN-MERAKI-EDGE-STACK</b> Labor: Meraki Edge Switch Installation - Stackable	AMS.NET	17.00	\$600.00	\$10,200.00
31	<b>AMS-NI-WIRELESS-LAP-MERAKI</b> Labor: Meraki Access Point Installation. Cabling and mounting not included. (Cabling quote required for these services.)	AMS.NET	27.00	\$125.00	\$3,375.00
32	<b>AMS-NI-AP-MOUNT</b> Networking Labor: Access Point Mounting	AMS.NET	27.00	\$50.00	\$1,350.00
33	<b>AMS-NI-UPS-MOUNT</b> Networking Labor: UPS Rack Mounting (1kVA-3kVA Units)	AMS.NET	9.00	\$250.00	\$2,250.00
34	<b>AMS-NI-LAN-CISCO-UPS-MGT</b> Labor: UPS Management Module Installation	AMS.NET	9.00	\$100.00	\$900.00





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35	<b>AMS-NI-PM-FOC</b> Labor: Project Manager 8 hours per site	AMS.NET	8.00	\$180.00	\$1,440.00
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<b>Professional Services Network Reconfiguration - District-Wide</b>					
36	<b>AMS-MS-FLEX2-PRE-20</b> \$5,000 Block of Premium Flex Support Hours - 20 Hours	AMS.NET	1.00	\$5,000.00	\$5,000.00

<b>*Shipping*</b>					
37	<b>AMS-FREIGHT</b> Freight and Handling	None	1.00	\$500.00	\$500.00

Order Summary

<b>Subtotal</b>	<b>\$215,764.10</b>
<b>Adjustment</b>	<b>\$0.00</b>
<b>Estimated Taxes</b>	<b>\$14,993.74</b>
<b>Total</b>	<b>\$230,757.84</b>



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## Terms and Conditions

1. AMS.NET will require a Purchase Order referencing this Quote # or if a Purchase order is not provided, an authorized representative must sign this quote.
2. Payment terms are Net 30. An interest charge of 1.5% per month will be applied to all accounts past due, plus all costs of collection and reasonable attorneys fees. AMS.NET accepts all major credit cards. A convenience fee of 3.5% will be assessed. Customer agrees to accept multiple invoices for projects that cover multiple sales. In the event that a site's readiness is delayed by the customer, customer agrees to accept and pay invoices that reflect equipment and services already received.
3. Items sold by AMS.NET, Inc. and shipped to destinations in California are subject to sales tax. If an item is subject to sales tax in the state to which the order is shipped, tax is generally calculated on the total selling price of each individual item. In accordance with state tax laws, the total selling price of an order will generally include shipping and handling charges and item-level discounts. The amount of tax charged on your order will depend upon many factors including, but not limited to, the type of item(s) purchased, and the source and destination of the shipment. Factors can change between the time you place an order and the time an invoice is sent, which could affect the calculation of sales taxes. The amount appearing on your proposal as 'Estimated Sales Tax' may differ from the sales taxes ultimately charged. Shipping charges and sales tax will be added to this order when invoiced and the customer agrees to pay these charges.
4. All companies with tax exemption must present a valid Tax Exempt form. If Customer is tax exempt or if tax exempt form is not provided then customer agrees to pay all applicable taxes.
5. All shipments are FOB Origin or Pre-paid and shipped to Dock. Any Special shipping requirements must be clearly stated on all PO's (i.e. inside delivery). If inside Delivery or Lift-gate is required it must be specified and additional fees will incur. Shipping charges that appear on this quote are an estimate, AMS.NET will invoice and the customer will pay the actual shipping charge when identified.
6. Upon delivery of equipment, customer agrees to open all shipments and visually inspect equipment for physical damages. All damages must be reported to AMS.NET within 24 hours of delivery.
7. Returns will be accepted at AMS.NET discretion and are subject to manufacturer returns policies as well. For returns to be approved all merchandise must be in an unopened box and the customer agrees to pay a restocking fee of 15% of the purchase price. Returns must be made within 15 Days of receipt. All shipments must have a valid RMA number from AMS.NET before returning. For RMA requests please contact our Customer Service Department at (800) 893-3660 Ext. 6111. Email RMA requests should be directed to [service@ams.net](mailto:service@ams.net). A copy of AMS.NET's full RMA policy is available for review online at [www.ams.net/services/procurement-and-financing/](http://www.ams.net/services/procurement-and-financing/)
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Manufacturer's warranty that is guaranteed is whatever is published by the manufacturer at the time of purchase.
11. Cisco Cloud services purchased from AMS.NET requires customer to accept Cisco's Universal Cloud agreement located on Cisco Systems' Website. This Universal Cloud Agreement describes the rights and responsibilities related to the Cloud Service(s) you purchase from Cisco or an Approved Source and is between you and Cisco. The Universal Cloud Agreement includes the applicable Offer Description(s) located at [www.cisco.com/go/cloudterms](http://www.cisco.com/go/cloudterms) (collectively "Agreement"). By clicking 'accept,' or using the Cloud Service, you agree to the terms of this Agreement. If you do not have authority to enter into this Agreement, or if you do not agree with its terms, do not click 'accept' and do not use the Cloud Service. If you determine that you cannot comply with the terms of this Agreement after you have paid for the Cloud Service, you may terminate your



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access to the Cloud Service for a full refund provided you do so within thirty (30) days of your purchase.

AMS.NET Tax ID: 94-3291626

12. The final price of all labor in this quote is contingent upon the customer providing AMS.NET full site access, with keys or a dedicated escort, for a period of at least nine consecutive hours per working day. Any existing pathway being pulled through is assumed to be easily discoverable, and meeting BICSI standards, such as the fill ratio, lack of non-cabing material in the conduit, and appropriate number of LBs. Additionally, any interior wall penetrations are assumed to be drywall or a like material unless otherwise noted in the labor scope for this project. Any deviation from these assumptions may result in additional costs to the customer based on the time added to the project.

C7 License: 763508

Please fax signed Quotation or Purchase Order to your AMS.NET account manager or to 925.245.6150. Full terms and conditions can be viewed on our website at [www.ams.net/services/procurement-and-financing/](http://www.ams.net/services/procurement-and-financing/)

Authorized Signature:  \_\_\_\_\_ Date: 06 / 16 / 2022

Print Name: Steve Charbonneau Print Title: Superintendent



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## Customer Price Quote

### Customer

Piner-Olivet Union School District  
 3450 Coffey Ln  
 Santa Rosa CA, 95403-1919 US  
 ATTN: Tina Rasori

### Ship To

Piner-Olivet Union School District  
 3450 Coffey Ln  
 Santa Rosa, CA 95403-1919  
 ATTN: Tina Rasori

### Quote Description

Network Upgrade - Data Cabling - Schafer ES

Procurement Method:  
 FOCUS Contract# 2021092  
 Low-Voltage Data Cabling Materials & Services (CA-C7)  
 Professional & Consulting Services  
 Cisco & Cisco Meraki

<b>Quote #</b>	<b>#Q-00062972</b>
<b>Project #</b>	96906
<b>Modified</b>	5/26/2022
<b>Account Mgr.</b>	Drew Stark
<b>AM Phone</b>	(925) 245-4771
<b>AM Email</b>	dstark@ams.net
<b>Inside Account Mgr.</b>	Jeff Souza
<b>IAM Phone</b>	(925) 245-6133
<b>IAM Email</b>	jsouza@ams.net
<b>Quote Exp.</b>	7/31/2022

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
<b>COPPER MATERIAL</b>					
1	<b>ATS-APLBKT-UNIV1</b> Universal AP L Bracket Wall Mount	AccelTex Solutions	18.00	\$83.78	\$1,508.04
2	<b>VEL-O-3/4-0</b> VELCRO ONE-WRAP 3/4" BLK (25yds)	Arrow Wire & Cable	2.00	\$32.43	\$64.86
3	<b>86B6ASL-3-5</b> CAT6A SLIM LINE W/BOOT 3 FT GREEN	Arrow Wire & Cable	14.00	\$5.07	\$70.98
4	<b>86B6ASL-7-5</b> CAT6A SLIM LINE W/BOOT 7 FT GREEN	Arrow Wire & Cable	18.00	\$6.89	\$124.02
5	<b>AX106630</b> MEDIAFLEX 2 PORT 1-GANG ANGLED INSERTS, ALMOND	Belden	2.00	\$4.66	\$9.32
6	<b>AX104133</b> KEYCONNECT SIDE ENTRY BOXES -2 PORT ALMOND	Belden	32.00	\$4.96	\$158.72
7	<b>RVAMJKUGN-S1</b> BELDEN REVCONN 10GX JACK GREEN	Belden	65.00	\$11.82	\$768.30



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8	<b>AX102261</b> KEYCONNECT BLANK MODULE ALMOND	Belden	30.00	\$0.27	\$8.10
9	<b>10GXS12006A1000</b> UTP 23/4PR CAT6A PVC LT. BLU SMALL OD	Belden	10.00	\$439.19	\$4,391.90
10	<b>2148A 0101000</b> UTP 23/4PR CAT6A CMR/CMX BLK Riser In/Out	Belden	1.00	\$594.59	\$594.59
11	<b>RVUCOEW-B50</b> Connectors - REVConnect Cores 50 Pack	Belden	2.00	\$26.35	\$52.70
12	<b>TZES251</b> 1 BLACK WHITE INDUSTRIAL TAPE	Brother International	1.00	\$24.32	\$24.32
13	<b>TZE355</b> 1 WHITE/BLACK TAPE	Brother International	1.00	\$28.38	\$28.38
14	<b>TZES221</b> 3/8 BLACK ON WHITE EXTRA STRENGTH	Brother International	2.00	\$18.92	\$37.84
15	<b>AMS-CP-HARDWARE</b> Cabling: Mounting Hardware	Cabling	1.00	\$270.27	\$270.27
16	<b>AMS-CP-CONSUMABLES</b> Cabling Consumables: Tape,String, Labels, Lube	Cabling	1.00	\$168.92	\$168.92
17	<b>CAT32HP4Z34</b> 2IN JHOOK TO 4Z34 TO WIRE-ROD-FLANGE	Erico	130.00	\$5.54	\$720.20
18	<b>31-388</b> IDEAL Pulling Lubercant 1 Quart	Erico	5.00	\$13.33	\$66.65
19	<b>JETLINE</b> 6500' PULL STRING	Jetline	1.00	\$51.35	\$51.35
20	<b>49223-CBC</b> CEILING BRACKET WITH CLIP FOR SF MNT BOX	Leviton Manufacturing Company, Inc.	14.00	\$7.03	\$98.42

Fiber Material					
21	<b>900S-2M-LC</b> DUPLX FIBER JUMPER 2M SM LC/LC	Arrow Wire & Cable	16.00	\$12.16	\$194.56
22	<b>FFSU06LD</b> LC DUPLEX 12F OS2 BLUE	Belden	16.00	\$43.24	\$691.84
23	<b>AX103912</b> FX Ultra 8" Splice Tray	Belden	16.00	\$108.11	\$1,729.76
24	<b>FDSD012R9</b> 12F DISTRIBUTION TIGHT BUFFER Per FT OS2 8.3UM SM I/O OFNR	Belden	3900.00	\$0.47	\$1,833.00
25	<b>FTSLC900PR12</b> FX PIGTAIL OS1 LC TB 900UM SINGLE-ENDED 2M, COLOR CODED	Belden	16.00	\$85.14	\$1,362.24



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26	<b>FXFUHS900AB25</b> HEAT SHRINK SPLICE PROTECTOR 900UM 60MM LONG 25/PACK	Belden	8.00	\$14.86	\$118.88
27	<b>AX100066</b> FO ADAPTER STRIP BLANK FOR FIBEREXPRESS BLACK	Belden	20.00	\$11.35	\$227.00
28	<b>ECX-01U</b> IDF FIBER PANEL - ECX 1U	Belden	8.00	\$164.86	\$1,318.88
29	<b>ECX-04U</b> IDF FIBER PANEL - ECX 4U	Belden	1.00	\$259.46	\$259.46
30	<b>AMS-CP-HARDWARE</b> Cabling: Mounting Hardware	Cabling	9.00	\$27.03	\$243.27
31	<b>31-388</b> IDEAL Pulling Lubercant 1 Quart	Erico	8.00	\$13.51	\$108.08
32	<b>JETLINE</b> 6500' PULL STRING	Jetline	1.00	\$51.35	\$51.35
33	<b>PST-FO</b> CABLE MARKER WRITE-ON TAG U.V. RESIST BLK LEGEND ON YELLOW USE W/TIES 5/PK ROHS	Panduit	8.00	\$13.18	\$105.44

Wiremold					
34	<b>AMS-CP-HARDWARE</b> Misc. Wiremold fittings, screws	Cabling	33.00	\$2.67	\$88.11
35	<b>80714E</b> NYL 1G BLANK PLT	Leviton Manufacturing Company, Inc.	20.00	\$1.35	\$27.00
36	<b>5400C</b> Wiremold 5400 - Cover 8' (Ivory)	Wiremold	1.00	\$32.00	\$32.00
37	<b>5410DF0</b> NM FIBERREADY ENTRANCE END 5400 IV	Wiremold	4.00	\$21.33	\$85.32
38	<b>5400TB</b> Wiremold 5400 - Raceway Base 8' (Ivory) 2 Comp.	Wiremold	1.00	\$45.33	\$45.33
39	<b>PN10L08V</b> Wiremold PN10 Surface Raceway Ivory 8'	Wiremold	32.00	\$23.87	\$763.84
40	<b>PSB1V</b> Wiremold Junction Box Ivory	Wiremold	31.00	\$8.00	\$248.00
41	<b>PN10F86FV</b> Wiremold PN10 Drop Ceiling Connector Ivory	Wiremold	1.00	\$3.33	\$3.33
42	<b>PN10F11V</b> Wiremold PN10 Flat 90 Ivory	Wiremold	20.00	\$2.00	\$40.00



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43	<b>PN10F17V</b> NM INTERNAL ELBOW PN10 IVORY	Wiremold	20.00	\$2.00	\$40.00
44	<b>PN10F21V</b> Entrance End Fitting	Wiremold	15.00	\$4.13	\$61.95
45	<b>Pn10F15V</b> Wiremold PN10 Tee Fitting	Wiremold	3.00	\$2.67	\$8.01
46	<b>5474</b> Wiremold 5400 - Transition Fitting (Ivory)	Wiremold	13.00	\$17.33	\$225.29

IDF/MDF Material					
47	<b>86B6SL-1-6</b> CAT6 SLIM LINE PATCH CORD 1 FT BLUE	Arrow Wire & Cable	324.00	\$3.31	\$1,072.44
48	<b>86B6SL-1-7</b> CAT6 SLIM LINE PATCH CORD 1 FT PURPLE	Arrow Wire & Cable	49.00	\$3.31	\$162.19
49	<b>86B6ASL-1-5</b> CAT6A SLIM LINE W/BOOT 1 FT GREEN	Arrow Wire & Cable	54.00	\$5.07	\$273.78
50	<b>86B6SL-3-9</b> CAT6 SLIM LINE PATCH CORD 3 FT WHITE	Arrow Wire & Cable	8.00	\$3.31	\$26.48
51	<b>86B6SL-3-7</b> CAT6 SLIM LINE PATCH CORD 3 FT PURPLE	Arrow Wire & Cable	8.00	\$3.31	\$26.48
52	<b>86B6ASL-3-5</b> CAT6A SLIM LINE W/BOOT 3 FT GREEN	Arrow Wire & Cable	10.00	\$5.68	\$56.80
53	<b>86B6SL-1-9</b> CAT6 SLIM LINE PATCH CORD 1 FT WHITE	Arrow Wire & Cable	49.00	\$3.31	\$162.19
54	<b>RV6MJKUIV-S1</b> BELDEN REVCONN CAT6+ JACK IVORY	Belden	50.00	\$8.11	\$405.50
55	<b>RV6MJKUBL-S1</b> BELDEN REVCONN CAT6+ JACK BLUE	Belden	337.00	\$8.11	\$2,733.07
56	<b>RVAMJKUGN-S1</b> BELDEN REVCONN 10GX JACK GREEN	Belden	65.00	\$11.82	\$768.30
57	<b>RVMPF1U24BK</b> MODULAR REVCONNECT PATCH PANEL 24P 1U BLACK (EMPTY)	Belden	27.00	\$35.14	\$948.78
58	<b>AMS-CP-HARDWARE</b> Misc. MDF/IDF Material	Cabling	8.00	\$67.57	\$540.56
59	<b>EWMR36T</b> ACCESSPLUS RACK ANGLE 36 IN TAPPED PLT	Hoffman	6.00	\$144.59	\$867.54
60	<b>EWMR48T</b> ACCESSPLUS RACK ANGLE 48 IN TAPPED PLT	Hoffman	2.00	\$159.46	\$318.92



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61	<b>EWMWG362425-R5615</b> CABINET WINDOW DOOR W/GLAND PLATE 20RU 36x24x30 BLK	Hoffman	6.00	\$979.73	\$5,878.38
62	<b>EWMWG482425-T1964</b> CABINET WINDOW DOOR W/GLAND PLATE 27RU 48x24x30 BLK	Hoffman	2.00	\$1,128.38	\$2,256.76
63	<b>3/4" 4X8</b> 3/4" 4X8 AC-grade Plywood BackBoard	Home Depot	3.00	\$128.38	\$385.14

\*Conduit/Raceway\*

64	<b>EMT200</b> 2" Arlington EMT Plastic Bushing Graybar conduit Conduit	Generic-Conduit	8.00	\$2.67	\$21.36
65	<b>AMS-CP-HARDWARE</b> MISC Conduit and fittings	Cabling	1.00	\$275.00	\$275.00
66	<b>16281</b> 2" Liquid Tight (Per ft Pricing)	Platt Electric	18.00	\$9.03	\$162.54
67	<b>101824</b> 2" Liquid Tight Connector	Platt Electric	18.00	\$35.84	\$645.12
68	<b>FS200</b> STI READY SLEEVE 2" FIRESTOP SLEEVE	Panduit	2.00	\$53.33	\$106.66
69	<b>AMS-CP-HARDWARE-MISC</b> CONTAINER	Cabling	1.00	\$540.54	\$540.54
70	<b>SSP28</b> STI READY PUDDY PUTTY 24CU IN STICK	Specified Technologies, INC.	2.00	\$28.38	\$56.76
71	<b>FS100</b> STI READY SLEEVE 1" FIRESTOP SLEEVE	Specified Technologies, INC.	1.00	\$41.33	\$41.33

\*Labor\*

72	<b>AMS-CI-CT-PW</b> Labor: Cabling - Prevailing Wage Install Fiber optic cable Install 12 Strand SM fiber to IDF's from MDF to 8 IDF's. All fiber will be installed thru existing conduit. If conduit is unusable the extra cost maybe needed.	AMS.NET	184.00	\$135.00	\$24,840.00
73	<b>AMS-CI-FIBER-TERM</b> Labor: Fiber Termination (Per Termination) Terminate 8 IDF's LC Connectors test, Label. Install new Fiber LIU in Fiber Enclosure. 816	AMS.NET	64.00	\$135.00	\$8,640.00
74	<b>AMS-CI-CT-PW</b> Labor: Cabling - Prevailing Wage Install 8 New (3ft 6) (4ft 2) 30" deep Enclosures in IDF's.	AMS.NET	128.00	\$135.00	\$17,280.00
75	<b>AMS-CI-CT-PW</b> Labor: Cabling - Prevailing Wage Cabling (64) total Cat.6A data jacks at 32 locations.	AMS.NET	174.00	\$135.00	\$23,490.00





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Technology Solution Provider

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	Terminate in existing IDF's.  AMS will install cable thru existing pathways and Drop ceiling to classroom. If overhead conduit is unusable extra cost maybe needed.				
76	<b>AMS-CI-CT-PW</b> Labor: Cabling - Prevailing Wage Install Raceway / conduit to AP location in classrooms and MPR's. Conduit outside buildings not included.	AMS.NET	60.00	\$135.00	\$8,100.00
77	<b>AMS-CI-CT-PW</b> Labor: Cabling - Prevailing Wage Re terminate existing IDF Patch panels with colored modularson snap in panels .	AMS.NET	64.00	\$135.00	\$8,640.00
78	<b>AMS-CI-PM-FOC</b> Labor: Project Manager - Cabling	AMS.NET	14.00	\$170.00	\$2,380.00

<b>Shipping</b>					
79	<b>AMS-FREIGHT</b> Freight and Handling	None	1.00	\$0.00	\$0.00

Order Summary

<b>Subtotal</b>	<b>\$131,232.44</b>
<b>Adjustment</b>	<b>\$0.00</b>
<b>Estimated Taxes</b>	<b>\$3,502.28</b>
<b>Total</b>	<b>\$134,734.72</b>



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Manufacturer's warranty that is guaranteed is whatever is published by the manufacturer at the time of purchase.
11. Cisco Cloud services purchased from AMS.NET requires customer to accept Cisco's Universal Cloud agreement located on Cisco Systems' Website. This Universal Cloud Agreement describes the rights and responsibilities related to the Cloud Service(s) you purchase from Cisco or an Approved Source and is between you and Cisco. The Universal Cloud Agreement includes the applicable Offer Description(s) located at [www.cisco.com/go/cloudterms](http://www.cisco.com/go/cloudterms) (collectively "Agreement"). By clicking 'accept,' or using the Cloud Service, you agree to the terms of this Agreement. If you do not have authority to enter into this Agreement, or if you do not agree with its terms, do not click 'accept' and do not use the Cloud Service. If you determine that you cannot comply with the terms of this Agreement after you have paid for the Cloud Service, you may terminate your



AMS.NET, Inc.  
502 Commerce Way, Livermore, CA 94551  
925-245-6100 • 925-245-6150 Fax  
www.ams.net

access to the Cloud Service for a full refund provided you do so within thirty (30) days of your purchase.

AMS.NET Tax ID: 94-3291626

12. The final price of all labor in this quote is contingent upon the customer providing AMS.NET full site access, with keys or a dedicated escort, for a period of at least nine consecutive hours per working day. Any existing pathway being pulled through is assumed to be easily discoverable, and meeting BICSI standards, such as the fill ratio, lack of non-cabling material in the conduit, and appropriate number of LBs. Additionally, any interior wall penetrations are assumed to be drywall or a like material unless otherwise noted in the labor scope for this project. Any deviation from these assumptions may result in additional costs to the customer based on the time added to the project.

C7 License: 763508

Please fax signed Quotation or Purchase Order to your AMS.NET account manager or to 925.245.6150. Full terms and conditions can be viewed on our website at [www.ams.net/services/procurement-and-financing/](http://www.ams.net/services/procurement-and-financing/)

Authorized Signature: 

Date: 06 / 16 / 2022

Print Name: Steve Charbonneau

Print Title: Superintendent



**PREPARED FOR**

Ray Green  
Piner-Olivet Union Elementary  
707-484-2974  
ray.green@vpcsonline.com

06/14/2022

Olivet ES-Full Site-Painting

***Proposal Number*** 1-7-23309

***CMAS:*** 4-20-78-0089C

Contact

Scott Day  
1800 E. McFadden Ave.  
Santa Ana, CA  
925-404-9634

Scott.Day@theKYAgroup.com

Pages 6

CA LICENSE #984827 B + C15  
DIR #1000003379



Proposal: 1-7-23309  
To: Piner-Olivet Union Elementary  
3450 Coffey Ln  
Santa Rosa  
California  
95403

Date: June 14, 2022  
Terms: Net 30  
CMAS: 4-20-78-0089C  
Base Contract: February 10, 2025  
Contract Terms: Feb 26, 2020 - Feb 10, 2025

c/o: Piner-Olivet Union Elementary  
RA: Scott Day  
RA Phone: 925-404-9634  
RA Email: Scott.Day@theKYAgroup.com  
Site: Olivet Elementary Charter  
Address: 1825 Willowside Rd.,  
95401

Site Qualifications and General Scope of Work

DIR # 1000003379

1. Painting exterior previously painted.
2. Paint exterior stucco, siding, gutters, doors, frames, downspouts, trim etc.
3. Paint exterior side door and frame.
4. Protect murals.
5. Power wash, prep patch, and sand.
6. Apply coat of primer.
7. Apply 2 coats of finish paint.
8. Protect areas from ever spray.
9. Safety and quality control.

EXCLUSIONS

1. FRP doors, stripping, marker board.
2. Lead Paint Abatement
3. Fireproofing
4. Paint cabinets
5. Canopies
7. Sealant
8. Striping/Pavement and markings
9. Graphic or murals
10. FRP or panels
11. Concrete floor sealer
12. Tack board
13. Epoxy Flooring
14. Wall covering
15. County Building
16. Wainscot.

Notes: Sales tax rate will be based upon the shipping address. Price is good for 30 days from date of quote.

Initials SDC

*This is a legal agreement - please read carefully  
Complete and Initial all pages*

*Proposal Number 1-7-23309*



# SCOPE OF WORK - PRICING

	Quantity	U/M	Price	Value
Olivet ES-Full Site-Painting				
<u>COMMERCIAL GRADE PRIMER</u>	110,000.00	SF	\$0.45	\$49,500.00
<u>COMMERCIAL GRADE PAINT- GLOSS OPTION</u>	210,000.00	SF	\$0.68	\$142,800.00
<u>SUNDRIES</u>	14.00	EA	\$589.03	\$8,246.42
<u>FLASHING-GRADE SILICONE MASTIC</u>	66.00	EA	\$91.86	\$6,062.76
<u>Construction Project Supervisor</u>	75.00	HRS	\$157.85	\$11,838.75
<u>Application of Exterior Paint</u>	8,002.00	SF	\$7.09	\$56,734.18
<u>Bonding Fee</u>	1.00	EA	\$3,471.08	\$3,471.08
			<b>Total Price</b>	<b>\$278,653.19</b>

Initials JDC

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*Proposal Number 1-7-23309*





9) Returned Product, Deposits and/ or Cancelled Order:

From date of shipment from our facility, all returned product(s) and cancelled orders are subject to a 50% restocking fee. No returns are available following this date. All deposits are non-refundable.

10) Concealed Conditions:

“Concealed conditions” include, without limitation to, water, gas, sprinkler, electrical and sewage lines, post tension cables, and steel rebar. Observations that were able to be made either by visual inspection or by drawings and/or plans submitted by Owner at the time this agreement was approved. If additional Concealed Conditions are discovered once work has commenced which were not visible at the time this proposal was approved, Company will stop work and indicate these unforeseen Concealed Conditions to Purchaser or Owner so that Purchaser and Company can execute a change order for any additional work. In any event, any damage caused by or to unforeseen Concealed Conditions is the sole responsibility of the Purchaser and Company shall not be held liable for any such damage. Soil conditions are assumed to be soil that does not contain any water, hard rock (such as limestone, caliche, etc.), rocks bigger than 4inches in diameter or any other condition that will require additional labor, equipment and/or materials not specified by the purchaser or Owner in the bidding process.

Any condition requiring additional labor, equipment, and/or materials to complete the drilling or concrete operations will require a change order before Company will complete the process. Any variation will incur additional charges.

11) Changes in the Work:

During the course of this project, Purchaser may order changes in the work (both additions and deletions). The cost of these changes will be determined by the Company, and a change order must be completed and signed by both the Purchaser and the Company, which will detail the “General Scope of the Change Order”. Should any change be essential to the completion of the project, and the Purchaser refuses to authorize such change order, then Company will be deemed to have performed its part of the project, and the project and Services will be terminated. Upon such termination, Company will submit a final billing to Purchaser for payment, less labor allowance for work not performed but including additional charges incurred due to the stoppage. No credit will be allowed for materials sold and supplied, which will remain the property of the Purchaser.

12) Warranty; Limitations of Liability:

Company warrants that all Company-supplied labor and Services will be performed in a good and workmanlike manner. Purchaser shall notify the Company in writing detailing any defects in Service for which a warranty claim is being made.

COMPANY SHALL NOT IN ANY EVENT BE LIABLE FOR INDIRECT, SPECIAL, CONSEQUENTIAL, INCIDENTAL, PUNITIVE OR LIQUIDATED DAMAGES IN ANY ACTION ARISING FROM OR RELATED TO THIS AGREEMENT, WHETHER BASED IN CONTRACT, TORT (INCLUDING NEGLIGENCE), INTENDED CONDUCT OR OTHERWISE, INCLUDING WITHOUT LIMITATION, DAMAGES RELATING TO LOSS OF PROFITS, INCOME OR GOODWILL, REGARDLESS OF WHETHER COMPANY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

IN NO EVENT WILL COMPANY’S LIABILITY FOR MONETARY DAMAGES UNDER THIS AGREEMENT EXCEED THE FEES PAID OR DUE AND PAYABLE FOR THE SERVICE UNDER THIS AGREEMENT (OR RELEVANT PURCHASE ORDER).

The warranties or the materials are contained in a separate document between Company and the ultimate Owner of the materials, which will be provided to Owner at the time of completion of work.

13) Indemnification:

To the fullest extent permitted by law. Purchaser shall indemnify, defend and hold harmless the Company and its consultants, agents and employees or any of them from and against claims, damages, losses and expenses, including but not limited to attorney’s fees, relating to furnishing of the materials or performance of the Services, provided that such claim, damage, loss or expense is attributable to bodily injury to, sickness, disease or death of a person, or injury to or destruction of tangible property, but only to the extent caused by the negligent acts or omissions of the Purchaser or its agents, employees, or subcontractors or anyone directly or indirectly employed by them or anyone for whose acts they may be liable, regardless of whether or not such claim, damage, loss or expense is caused in part by a party indemnified hereunder. Such obligation shall not be construed to negate, abridge or reduce other rights or obligations of indemnity that would otherwise exist as to a party or person described in Section 13.

14) Delegation: Subcontractors:

The Services and furnishing of materials may be performed by subcontractors under appropriate agreements with the Company

JDC

Initials \_\_\_\_\_





15) Force Majeure: Impracticability:

The Company shall not be charged with any loss or damage for failure or delay in delivering or furnishing of materials when such failure or delay is due to any cause beyond the control of the Company, due to compliance with governmental regulations, or orders, or due to any acts of God, lockouts, slowdowns, wars or shortages in transportation, materials or labor.

16) Dispute Resolution:

Any controversy or claim arising out of or related to this agreement must be settled by binding arbitration administered in Santa Ana, CA by a single arbitrator selected by the parties or by the American Arbitration Association, and conducted in accordance with the construction industry arbitration rules. Judgement upon the award may be entered in any court having jurisdiction thereof.

17) Entire Agreement; No Reliance:

This agreement represents and contains the entire agreement between the parties. Prior discussion or verbal representations by the parties that are not contained in this agreement are not part of this agreement. Purchaser hereby acknowledges that it has not received or relied upon any statements or representations by Company or its agents which are not expressly stipulated herein, including without limitation any statements as to the materials, warranties or services provided hereunder.

18) No Third-Party Beneficiaries:

This agreements creates no third party rights or obligations between Company and any other person, including any Owner who is not also a Purchaser. It is understood and agreed that the parties do not intend that any third party should be a beneficiary of this agreement.

19) Governing Law:

This agreement will be constructed and enforced in accordance with the laws of the State of California.

20) Assignment:

Purchaser may not assign this agreement, by operation of law or otherwise, without the prior written consent of the Company. The agreements shall be binding upon and ensure to the benefit of the Company and the Purchaser, and their successors and permitted assigns.

Executed to be effective as of the date executed by the Company:

KYA Services LLC

Accepted by:

Signature: 

Signature: *Scott Day*

By: (Print) Steve Charbonneau

By: (Print) Scott Day

Title: Superintendent

Title: Regional Advisor

Date: 06 / 17 / 2022

Date: June 14, 2022

Initials SDC

*This is a legal agreement - please read carefully  
Complete and Initial all pages*

*Proposal Number 1-7-23309*



**PREPARED FOR**

Ray Green  
Piner-Olivet Union Elementary  
707-484-2974  
ray.green@vpcsonline.com

06/14/2022

NWP-Full Site-Painting

***Proposal Number*** 1-7-23310

***CMAS:*** 4-20-78-0089C

Contact

Scott Day  
1800 E. McFadden Ave.  
Santa Ana, CA  
925-404-9634

Scott.Day@theKYAgroup.com

Pages 6

CA LICENSE #984827 B + C15  
DIR #1000003379



Proposal: 1-7-23310  
To: Piner-Olivet Union Elementary  
3450 Coffey Ln  
Santa Rosa  
California  
95403

Date: June 14, 2022  
Terms: Net 30  
CMAS: 4-20-78-0089C  
Base Contract: February 10, 2025  
Contract Terms: Feb 26, 2020 - Feb 10, 2025

c/o: Piner-Olivet Union Elementary  
RA: Scott Day  
RA Phone: 925-404-9634  
RA Email: Scott.Day@theKYAgroup.com  
Site: Piner-Olivet Union Elementary  
Address: 3450 Coffey Ln  
95403

Site Qualifications and General Scope of Work

DIR # 1000003379

1. Painting exterior previously painted.
2. Paint exterior stucco, siding, gutters, doors, frames, downspouts, trim etc.
3. Paint exterior side door and frame.
4. Protect murals.
5. Power wash, prep patch, and sand.
6. Apply coat of primer.
7. Apply 2 coats of finish paint.
8. Protect areas from ever spray.
9. Safety and quality control.

EXCLUSIONS

1. FRP doors, stripping, marker board.
2. Lead Paint Abatement
3. Fireproofing
4. Paint cabinets
5. Canopies
7. Sealant
8. Striping/Pavement and markings
9. Graphic or murals
10. FRP or panels
11. Concrete floor sealer
12. Tack board
13. Epoxy Flooring
14. Wall covering
15. County Building
16. Wainscot.

Notes: Sales tax rate will be based upon the shipping address. Price is good for 30 days from date of quote.

Initials SDC

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Complete and Initial all pages*

*Proposal Number 1-7-23310*



# SCOPE OF WORK - PRICING

	Quantity	U/M	Price	Value
NWP-Full Site-Painting				
<u>COMMERCIAL GRADE PRIMER</u>	110,000.00	SF	\$0.45	\$49,500.00
<u>COMMERCIAL GRADE PAINT- GLOSS OPTION</u>	210,000.00	SF	\$0.68	\$142,800.00
<u>SUNDRIES</u>	14.00	EA	\$589.03	\$8,246.42
<u>FLASHING-GRADE SILICONE MASTIC</u>	67.00	EA	\$91.86	\$6,154.62
<u>Construction Project Supervisor</u>	70.00	HRS	\$157.85	\$11,049.50
<u>Application of Exterior Paint</u>	8,000.00	SF	\$7.09	\$56,720.00
<u>Bonding Fee</u>	1.00	EA	\$3,799.28	\$3,799.28
			Total Price	\$278,269.82

Initials JDC

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Complete and Initial all pages*

*Proposal Number 1-7-23310*



# CONDITIONS AND WARRANTY

1) Proposal:

The above proposal is valid for 30 days from the date first set forth above. After 30 days, we reserve the right to increase prices due to the rise in cost of raw materials, fuel or other cost increases. When applicable, KYA Services LLC reserves the right to implement a surcharge for significant increases in raw materials, including, but not limited to; fuel, and materials. Due to the duration of time between proposals, contracts and final furnishing, KYA Services LLC reserves the right to implement this surcharge when applicable.

Any job that is accepted prior to December 31st of the current year and scheduled to install after December 31st of the current year is subject to price increase

2) Purchase:

By executing this proposal, or submitting a purchase order pursuant to this proposal (which shall incorporate the terms of this agreement specifically by reference) which is accepted by KYA Services LLC. (the "Company"), the purchaser identified above ("you" or the "Purchaser") agrees to purchase the materials and the services to be provided by the "Company", as detailed in the Pricing and "General Scope of Work" sections in this agreement, above.

3) Standard Exclusions:

Unless specifically included, this agreement does not include, and Company will not provide services, labor or materials for any of the following work: (a) removal or disposal of any material containing asbestos or any hazardous materials as defined by the EPA; neither we nor our installers are responsible for the handling, removal or abatement of asbestos contained floor material or adhesive. Further, our policy is to request an Asbestos Hazard Emergency Response Act (AHERA) report prior to proceeding with any floor material or floor adhesive removal. We and our installers consider it the owners responsibility to produce this report prior to executing this contract. (b) moving Owner's property around the installation site. (c) repair or replacement of any Purchaser or Owner- supplied materials. (d) repair of concealed underground utilities not located on prints, supplied to Company by Owner during the bidding process, or physically staked out of by the Owner, and which are damaged during construction; or (e) repair of damage to existing surfaces that could occur when construction equipment and vehicles are being used in the normal course of construction.

4) Insurance Requirements:

Company is not required to provide any insurance coverage in excess of Company's standard insurance. A copy of the Company's standard insurance is available for your review prior to acceptance of the Company's proposal.

5) Payment:

Terms of payment are defined in the "Pricing" details section and are specific to this contract. For purposes of this agreement, "Completion" is defined as being the point at which the materials have been furnished. In any event where Completion cannot be effected due to delays or postponements caused by the Purchaser or Owner, final payment (less 10% retainage) is due within 30 days of the date when the Completion was scheduled, had the delay not occurred. All payments must be made to KYA Services LLC 1800 E McFadden Ave, Santa Ana, CA 92705. If the Purchaser or Owner fails or delays in making any scheduled milestone payments, the Company may suspend the fulfillment of its obligations hereunder until such payments are made, or Company may be relieved of its obligations hereunder if payment is more than 60 days past due. Company may use all remedies available to it under current laws, including but not limited to filing of liens against the property and using a collection agency or the courts to secure the collection of the outstanding debt.

6) Lien Releases:

Upon request by Owner, Company will issue appropriate partial lien releases as corresponding payments are received from Purchaser, but prior to receiving final payment from Purchaser or Owner, Company will provide a full release of liens upon receipt of final payment. In accordance with state laws, Company reserves the right to place a lien on the property if final payment has not been received 10 days prior to the filing deadline for liens.

7) Site Plan Approval, Permit/s, Permit Fees, Plans, Engineering Drawings and Surveying:

Site plan approval, permits, permit fees, plans, engineering drawings and surveying are specifically excluded from this agreement and the Services unless specified under the "General Scope of Work". The Company does not in any way warrant or represent that a permit or site plan approval for construction will be obtained. Sealed engineered drawings that are required but not included in the "General Scope of Work" will result in additional cost to Purchaser.

8) Manufacturing and Delivery:

Manufacturing lead-time and delivery varies depending on the product purchased.

Initials     JDC    

*This is a legal agreement - please read carefully  
Complete and Initial all pages*

*Proposal Number 1-7-23310*





15) Force Majeure: Impracticability:

The Company shall not be charged with any loss or damage for failure or delay in delivering or furnishing of materials when such failure or delay is due to any cause beyond the control of the Company, due to compliance with governmental regulations, or orders, or due to any acts of God, lockouts, slowdowns, wars or shortages in transportation, materials or labor.

16) Dispute Resolution:

Any controversy or claim arising out of or related to this agreement must be settled by binding arbitration administered in Santa Ana, CA by a single arbitrator selected by the parties or by the American Arbitration Association, and conducted in accordance with the construction industry arbitration rules. Judgement upon the award may be entered in any court having jurisdiction thereof.

17) Entire Agreement; No Reliance:

This agreement represents and contains the entire agreement between the parties. Prior discussion or verbal representations by the parties that are not contained in this agreement are not part of this agreement. Purchaser hereby acknowledges that it has not received or relied upon any statements or representations by Company or its agents which are not expressly stipulated herein, including without limitation any statements as to the materials, warranties or services provided hereunder.

18) No Third-Party Beneficiaries:

This agreements creates no third party rights or obligations between Company and any other person, including any Owner who is not also a Purchaser. It is understood and agreed that the parties do not intend that any third party should be a beneficiary of this agreement.

19) Governing Law:

This agreement will be constructed and enforced in accordance with the laws of the State of California.

20) Assignment:

Purchaser may not assign this agreement, by operation of law or otherwise, without the prior written consent of the Company. The agreements shall be binding upon and ensure to the benefit of the Company and the Purchaser, and their successors and permitted assigns.

Executed to be effective as of the date executed by the Company:

KYA Services LLC

Accepted by:

Signature: 

Signature: *Scott Day*

By: (Print) Steve Charbonneau

By: (Print) Scott Day

Title: Superintendent

Title: Regional Advisor

Date: 06 / 17 / 2022

Date: June 14, 2022

Initials SDC

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Complete and Initial all pages*

*Proposal Number 1-7-23310*



**QUOTE**

Quoted To:  
**Van Pelt Construction Services**

4707 Mangels Blvd.  
 Fairfield, CA 94534

Contact: Ray Green  
 Phone: 707-484-2974 / Email: ray.green@vpcsonline.com

**Quote #:** Q22-2712  
**Date:** June 08, 2022  
**Project:** Olivet ES Shade Shelters  
**City:** Santa Rosa  
**Sales Rep - Email:** Misha Holliman - misha@parkplanet.com  
**Terms:** 50% Ppd - Rem 30dys / Shipment

#	Description	Vendor	Item No	Qty	Rate	Amount
<b>CUSTOM CANOPIES FABRIC SHADE STRUCTURE</b>						
1	40' x 30' x 10' DSA Hip Roof Shade Canopy 4 - Columns 10' Eave Height CA Fire Marshal Approved Fabric - Fireblock Includes Rebar Footing Cages PC DSA Plans	Custom Canopies	CC DSA	1	24,045.00	24,045.00
2	National Purchasing Partners Contract #PS21050 Customer Member ID#: ----- *NPP Discount not valid unless customer is an NPP member	National Purchasing Partners	Discount-NPP-TX	1	-1,683.15	-1,683.15
<b>SHIPPING</b>						
3	Custom Canopies Freight	Custom Canopies	CCF	1	3,000.00	3,000.00
<b>INSTALLATION</b>						
4	Installation by Park Associates Inc. CA - Lic# 959805 DIR# PW-LR-1000423561 Prevailing Wage Rebar Cages Offhaul of spoils Security Fencing  Installation assumes normal digging conditions with standard bobcat & auger. Bobcat & concrete truck access required.	Park Associates Inc.	INST-CA	1	37,191.00	37,191.00
<b>NOTES</b>						
5	Site Drawings, Welding Inspection, Special Field Inspection Fees & Submission To DSA By Others  Fabrication cannot begin until customer has provided supplier with proof of DSA approval	Park Planet	DSA	1	0.00	0.00
6	Exclusions: Dumpster for trash and packaging materials Offloading and storage of equipment. Moving equipment from storage site to construction site. Site preparation not specifically stated. Site is assumed flat and suitable for construction. Drainage Consideration Inspections or applicable permits and fees Removal of obstacles to reach construction site. Site security.  *Additional fees may apply if Bonding or Special Insurance required* **Location and Marking of utility, plumbing and irrigation lines is the responsibility of the customer. Park Planet is not	Park Planet	Exclusion	1	0.00	0.00



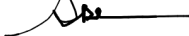
#	Description	Vendor	Item No	Qty	Rate	Amount
	<p>responsible for repairing unmarked underground utilities and pipes. **</p> <p>By signing below, you acknowledge and agree to our Contract; Exclusions, Conditions &amp; Payment Terms, which are to be included in, and supersede any additional contracts or sub-contract agreements made separately based on this "Estimate". Unless otherwise specified above we Exclude Responsibility for: material delivery &amp;/or offloading equipment, storing of equipment, removal of packaging accumulated by equipment supplied by others, project security, landscape &amp; hardscape repair based on access route to site, delays or returns due to layout conflicts, locating underground utilities; utilities, pipes, obstructions in work area, conditions unforeseen and/or not disclosed at time of estimate, permits, engineering, material testing, soil samples. Conditions: Grades; stable, compacted, &amp; workable (rough grade to be taken + or - one tenth of one inch), adequate access to work site provided for workmen, materials, tools &amp; equipment. Quote assumes all labor to be completed without interruption.</p>					

QUOTE GOOD FOR 30 DAYS - DUE TO THE CURRENT INDUSTRY WIDE VOLATILITY OF STEEL, AFTER 30 DAYS STEEL PRICES MAY ADJUST. CURRENTLY EXPERIENCING SIGNIFICANTLY EXTENDED LEAD TIMES DUE TO NATIONWIDE TRANSPORTATION DELAYS - LEAD TIMES MAY EXCEED 20 WEEKS, PLEASE DISCUSS WITH A PARK PLANET REPRESENTATIVE.

Sub Total	62,552.85
CA-Sonoma (8.5%)	1,900.76
<b>Total</b>	<b>\$64,453.61</b>

**ORDER / DELIVERY INFORMATION:**

A PURCHASE ORDER OR SIGNED CHANGE ORDER MUST BE RECEIVED BEFORE ADDITIONAL EQUIPMENT, INSTALLATION, OR SERVICES CAN PROCEED. IF PAYING BY CREDIT CARD, A SURCHARGE WILL BE ASSESSED ON PAYMENT AMOUNT FOR 3.5% VISA/MC OR 5% AMEX.

Authorized Signature:  Date: 06 / 20 / 2022

\*\*Purchasing agent who is authorized to enter into binding agreement for quoted entity.

\*\*By signing this quote, I have read and agree to the quote Terms & Conditions listed below, on the following 2 pages.

# TERMS & CONDITIONS

## **1. General Notes**

- \*Assembly and Installation NOT included unless otherwise noted
- \*Payment and Performance bonds are NOT included unless otherwise stated. If required, additional charges will apply. Please call for details!
- \*Customer responsible for quoted quantities and model numbers, please check!
- \*Price reflects quoted quantity. Please request revision if alternate quantity is desired.

## **2. Payment / Ordering**

- \*Most repeat customers are given the terms of 50% Deposit with order; Remainder within 30 Days from Delivery.
- \*Others require a onepage credit application or payment with order
- \*TO ORDER, please sign quote and return via email or fax to avoid any shipping delays. Fax or email copy deemed to be legal equivalent of original. If Payment with Order is required, please sign quote below and return with payment. All past due accounts subject to 1 ½% monthly finance charge. In the event legal action is required to effect collection venue shall be Red Bluff, CA.

## **3. Shipping / Unloading**

- \*Shipped by Common Carrier – Customer will need 2 to 4 people to unload. Liftgate NOT included. Items will be boxed and / or stretch wrapped to pallets and customer is responsible for offloading. Delivery Drivers do NOT unload
- \*\*IMPORTANT: Customer is responsible for receiving and checking quantities and condition at time of delivery Please note any shortages or damages on delivery copy.
- \*Notwithstanding anything to the contrary in any Contract Documents, Customer understands that estimated shipment times for materials are an estimate only. We have no control over shipment dates. We thus make no guarantee to Owner or Customer regarding the projected shipment dates for materials and shall not be liable for any loss caused by the timing of shipments.

## **4. Engineered Wood Fiber**

- \*Customer to provide access for Engineered Wood Fiber delivery with tractor truck and 53' trailer.
- \*Compaction of the Engineered Wood Fiber is NOT included in the installation cost, if desired, please request an updated proposal.

## **5. General Notes for Purchased Installation**

- \*Installation does NOT include ground preparation, excavation, safety surfacing, and/or safety surfacing borders, prep work, flat work, grading, rerouting of water, electric, drainage or sprinkler lines unless otherwise noted in the proposal
- \*Demo of existing equipment or safety surfacing is NOT included unless otherwise stated in the proposal
- \*ROCK CLAUSE: Pricing is based on normal soil conditions which would allow an auger on a tractor to dig footings. If rocks/boulders interfere with the progress of the excavation, additional fees may apply.
- \*ACCESS CLAUSE: Installation based on clear access to area. Crane service is NOT included. Customer to provide access for bobcat to work area, bobcat will be provided by installer. Minimum access shall be 7' wide and 7' high. If adequate access is not provided additional charges may apply and repairs to landscape and irrigation may be required. Customer is responsible for any repairs to landscape if proper access is not provided.
- \*UTILITY CLAUSE: Unless stated in writing in the quote proposal, installation does not include marking of utilities by Dig Alert or other similar entities. Customer can, however, call Dig Alert directly. Dig Alert CANNOT locate any private lines, PVC or plastic water lines. Installation does NOT include repair or relocating any underground utilities, such as drainage, irrigation, live water lines, main low voltage lines, gas, electrical, communication, or sewer etc. Customers responsibility to provide locations of any utilities prior to commencement of work.
- \*Customer is responsible for all landscape repairs such as, but not limited to damaged trees, bushes, lawn, curbing, sidewalks and/or asphalt paving caused by materials truck and/or 2ton bobcat needed to complete project.
- \*Installation does NOT include ground preparation, excavation, safety surfacing, and/or safety surfacing borders unless otherwise noted
- \*Before we proceed with the playground installation, the playground area MUST be compacted, be free of debris, and excavated accordingly. Please call for details.
- \*Concrete pad for surface mount items NOT included and MUST be provided by customer unless otherwise stated.
- \*Surface mount anchoring to asphalt and paver areas is NOT included unless otherwise stated.
- \*Private Utility Locator is NOT included unless otherwise noted. Private Utility Locator CANNOT locate any PVC or plastic water lines
- \*Installation does NOT include saw cutting and/or core drilling unless otherwise noted
- \*Installation does NOT include jackhammering. Please call for details.
- \*Area MUST have normal soil conditions and be level.
- \*All Athletic Equipment Goals such as soccer, football, etc, install location MUST be marked out by customer prior to installation, if installation was purchased.

## **6. Temporary Fencing**

- \*Security guards and/or temporary fencing to prevent injuries, vandalism and/or accidental damage to install area or to the rubberized surface while it sets is NOT included unless noted on quote. If desired, the installers can put up caution tape, but Temporary Fencing is recommended. Although the fencing, if provided, is intended to provide this security, the overall security of the property is ultimately the responsibility of customer. We are not responsible for any vandalism or injuries even with the provision of the fencing.

## **7. ADA Access**

- \*Play Equipment MUST be installed over an impactabsorbing surface such as ADA compliant Engineered Wood Fiber or Rubber Surfacing. If not quoted, please call for details.
- \*This area is NOT ADA compliant without the installation of compliant surfacing and an accessible route up to and into the playground area. Please call for details.

## **8. PouredinPlace Rubber Surfacing**

- \*Rubber Surfacing cure time is normally 4872 hours and can vary depending on weather conditions.
- \*Rubber Surfacing cannot be installed during extreme weather conditions and may also not be installed if rain or frost is forecast during the cure time.
- \*48Hour Manned Security is NOT included for rubber.

## **9. Shade Shelters (non DSA)**

- \*Shade Shelter installation price EXCLUDES – unless otherwise stated in this quote engineering, drawings, calculations, permits, permit submittal, site plans, special inspections, soil reports, impact fees, special assessment fees. Customer is responsible for any and all of these items if required by the City/County.
- \*Shade Shelter manufacture time is 8 weeks. Permitting can add 24 weeks or more to lead time. PLEASE NOTE: Shade Orders are NOT released into production until permit is issued!
- \*Shade Shelter installation price EXCLUDES concrete pad, footings, masonry columns, electrical wiring and lights unless otherwise noted.

## TERMS & CONDITIONS (Continued)

### **10. Shade Shelters (DSA)**

\*\*8-10 Week lead time is AFTER DSA approval by your architect of choice

\* Customer to receive shade shelter. If receiving by us is needed, please call for pricing and details!

\* Job to be completed in one mobilization. Additional moves will be additional pricing if we are required to remobilize due to schedule issues, stop work or a delay in work not caused by us.

\*Pricing does NOT include, architectural drawings, site/plot plans, DSA submittal fees, job site inspector fees, shop welding inspection fees, and/or permits

\*DSA inplant Welding Inspector to be hired by the School District. Welding Inspector fee has NOT been quoted.

\*School District / Architect responsible for submission of plans to DSA for DSA approval

\*Fabrication cannot start until inspections have been coordinated, colors have been selected, and approved plans received.

\*Pricing does NOT include footings, steel cages, anchor bolts, or erecting of shade shelter unless otherwise noted.

### **11. Prevailing Wages**

\*Prevailing Wages NOT included unless otherwise noted. (ie: Davis Bacon, TERO, ect.) If this is a Prevailing Wage project, please request alternate pricing.

\*If Prevailing Wages / Davis Bacon Wages were INCLUDED, all other special work fees NOT included Additional Labor Charges may apply if alternate labor is required.

\*If DIR Project Registration is required, work may not begin until we receive DIR Project ID number.

\*Park Planet does not meet the Skilled & Trained Workforce Requirements and will not participate in same. Park Planet will not sign any PLA's for Union Work and is not signatory to any unions.

### **12. Indemnity Provision**

\*Notwithstanding anything to the contrary in any Contract Documents we shall have no duty to defend or indemnify Owner, Customer, or any other party we agree to defend or indemnify in any Contract Documents for that portion of any claim arising out of the comparative fault of any party we agree to defend or indemnify in any Contract Documents.

### **13. Park Planet General Insurance**

Call for Proof of Insurance & W-9



**PREPARED FOR**

Ray Green  
Piner-Olivet Union Elementary  
707-484-2974  
ray.green@vpcsonline.com

06/17/2022

OES-Courtyard-Modernization  
(rev1)

***Proposal Number*** 1-7-23308

***CMAS:*** 4-20-78-0089C

Contact

Scott Day  
1800 E. McFadden Ave.  
Santa Ana, CA  
925-404-9634

Scott.Day@theKYAgroup.com

Pages 6

CA LICENSE #984827 B + C15  
DIR #1000003379



Proposal: 1-7-23308  
To: Piner-Olivet Union Elementary  
3450 Coffey Ln  
Santa Rosa  
California  
95403

Date: June 17, 2022  
Terms: Net 30  
CMAS: 4-20-78-0089C  
Base Contract: February 10, 2025  
Contract Terms: Feb 26, 2020 - Feb 10, 2025

c/o: Piner-Olivet Union Elementary  
RA: Scott Day  
RA Phone: 925-404-9634  
RA Email: Scott.Day@theKYAgroup.com  
Site: Olivet Elementary School  
Address: 1825 Willowside Rd, Santa Rosa, CA 95401  
95403

Site Qualifications and General Scope of Work

DIR # 1000003379

Priced per CMAS- KYA GSA-(4-20-78-0089C)

Remove 3,304 SF of Asphalt  
Remove wood sitting area  
Supply and Apply 3,304 Sf of asphalt  
Restripe Playground to match existing lines  
Demo and remove Approx. 3,304 SF to a depth of 4"  
Apply SS1 tack oil to all vertical edges  
Install 4" of hot mix asphalt to Approx. 3,304 Sf

Add Alt:  
Temp Fencing \$900

Pricing Excludes:  
Irrigation  
Permits  
Temp fencing  
Tree Removal

Notes: Sales tax rate will be based upon the shipping address. Price is good for 30 days from date of quote.

Initials JDG

*This is a legal agreement - please read carefully  
Complete and Initial all pages*

*Proposal Number 1-7-23308*



# SCOPE OF WORK - PRICING

OES-Courtyard-Modernization (rev1)	Quantity	U/M	Price	Value
<u>SEAL COAT ASPHALT</u>	40,015.00	SF	\$2.10	\$84,031.50
<u>Construction Project Supervisor</u>	95.00	HRS	\$157.85	\$14,995.75
<u>Dumpster Service</u>	3.00	EA	\$788.17	\$2,364.51
<u>Specialty Equipment Service</u>	2.00	EA	\$1,973.13	\$3,946.26
<u>General Laborer Journeyman</u>	148.00	HRS	\$128.25	\$18,981.00
		Total Price		\$124,319.02

Initials JDG

*This is a legal agreement - please read carefully  
Complete and Initial all pages*

*Proposal Number 1-7-23308*









15) Force Majeure: Impracticability:

The Company shall not be charged with any loss or damage for failure or delay in delivering or furnishing of materials when such failure or delay is due to any cause beyond the control of the Company, due to compliance with governmental regulations, or orders, or due to any acts of God, lockouts, slowdowns, wars or shortages in transportation, materials or labor.

16) Dispute Resolution:

Any controversy or claim arising out of or related to this agreement must be settled by binding arbitration administered in Santa Ana, CA by a single arbitrator selected by the parties or by the American Arbitration Association, and conducted in accordance with the construction industry arbitration rules. Judgement upon the award may be entered in any court having jurisdiction thereof.

17) Entire Agreement; No Reliance:

This agreement represents and contains the entire agreement between the parties. Prior discussion or verbal representations by the parties that are not contained in this agreement are not part of this agreement. Purchaser hereby acknowledges that it has not received or relied upon any statements or representations by Company or its agents which are not expressly stipulated herein, including without limitation any statements as to the materials, warranties or services provided hereunder.

18) No Third-Party Beneficiaries:

This agreements creates no third party rights or obligations between Company and any other person, including any Owner who is not also a Purchaser. It is understood and agreed that the parties do not intend that any third party should be a beneficiary of this agreement.

19) Governing Law:

This agreement will be constructed and enforced in accordance with the laws of the State of California.

20) Assignment:

Purchaser may not assign this agreement, by operation of law or otherwise, without the prior written consent of the Company. The agreements shall be binding upon and ensure to the benefit of the Company and the Purchaser, and their successors and permitted assigns.

Executed to be effective as of the date executed by the Company:

KYA Services LLC

Accepted by:

Signature: 

Signature: *Scott Day*

By: (Print) Steve Charbonneau

By: (Print) Scott Day

Title: Superintendent

Title: Regional Advisor

Date: 06 / 20 / 2022

Date: June 17, 2022

Initials SDC

RECORDING REQUESTED BY

Piner-Olivet Union School District

AND WHEN RECORDED MAIL TO:

Piner-Olivet Union School District  
Attn: Kay Vang  
3450 Coffey Lane  
Santa Rosa, CA 95403

SPACE ABOVE THIS LINE FOR RECORDERS' USE

**Exempt from recording fees pursuant to government code section 27383**

**NOTICE OF COMPLETION**  
**DOCUMENT# DIR Project # 395431**

**KNOW ALL MEN BY THESE PRESENTS:**

By order of the Board of Education of PINER-OLIVET UNION SCHOOL DISTRICT, County of Sonoma, State of California, notice is hereby given pursuant to Section 3093 of the Civil Code of the State of California, that the contract heretofore made and executed by said School District, as Owner, whose address is 3450 Coffey Lane, Santa Rosa, California and **KYA Services, LLC; Scott Day, Regional Advisor; 3235 Sunrise Blvd #4, Rancho Cordova, CA 95742; ph (925) 404-9634** as Contractors, bearing date the **11th day of October, 2021**; for the work entitled **Landscape Improvement at Jack London Elementary School**, County of Sonoma, State of California, was accomplished by the Contractor and was accepted by said Board of Education on behalf of PINER-OLIVET UNION SCHOOL DISTRICT on the **22nd day of June 2022**.

That said work and contract was performed upon certain real property owned by said School District, commonly known as the campus of the **Jack London Elementary School; 2707 Francisco Avenue, Santa Rosa, CA 95403**.

IN WITNESS WHEREOF, pursuant to a Resolution duly adopted by its Board of Education at a regular meeting convened and held on the **22nd day of June, 2022** authorizing and directing the execution of this instrument, the said School District has caused these presents to be executed, authenticated by the signature of the Secretary of the Board of Education of PINER-OLIVET UNION SCHOOL DISTRICT, Sonoma County, California, and attested by the signature of its Clerk on this **22nd day of June, 2022**.

PINER-OLIVET UNION SCHOOL DISTRICT

By: 

Steve Charbonneau, Ed. D.  
Secretary of the Board of Education


(over)

# VERIFICATION

The undersigned declares that he/she is an officer, namely, the School Board secretary, of the **Piner-Olivet Union School District**, which is the owner of the Public Work described in the **Notice of Completion** executed by said district; that he/she has read the same and knows the contents thereof and that the facts therein stated are true of his/her knowledge; and that he/she makes this verification for and on behalf of said school district.

*I declare under penalty of perjury that the foregoing is true and correct.*

Executed on June 22, 2022 at Santa Rosa, California.

By 

Steve Charbonneau, Ed. D.  
Secretary, Board of Education  
Piner-Olivet Union School District  
3450 Coffey Lane  
Santa Rosa, CA 95403