



991 Mountain View Blvd,
Vandenberg AFB, CA 93437
(805) 734-5600 ~ FAX (805) 734-3572
www.manzanitacharterschool.com
"A Gold Ribbon School"

SUPERINTENDENT'S ENROLLMENT REPORT

DATE OF MEETING: WEDNESDAY, JANUARY 12, 2022

	August	September	October	November	December	January	February	March	April	May
Transitional Kinder	13	13	13			13				
Kinder	54	56	56			52				
First	72	73	71			70				
Second	52	52	52			48				
Third	70	71	70			69				
Fourth	67	65	64			63				
Fifth	58	57	57			56				
Sixth	60	58	58			59				
TOTAL	446	445	441			430				

Manzanita Governance Board Attachment A

Unadopted Minutes

NOVEMBER 17, 2021

Special Board Meeting

Governance Board Members

Chairman	Arleen Pelster
Secretary	Eric Wilhelm
Treasurer	Eli Villanueva -Absent
Member	Monique Mangino
Member	Harvey Green
Member	Krishna Flores

The special board meeting of the Governance Board of Manzanita Public Charter School will be held at Manzanita Public Charter School Staff Lounge, 991 Mountain View Blvd, VAFB, CA on November 17, 2021 at 3:30 pm.

A) Call to Order

Time: 3:30 pm

Pledge of Allegiance

Establish Quorum

5/6 (Eli Villanueva absent)

B) Opening Comments/Introductions/Welcome Guests

C) Communications

Instructions for Presentations to the Board by Parents and Citizens

Manzanita Public Charter School ("School") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the School in public. We are pleased that you are in attendance and hope that you will visit these meetings often. Your participation assures us of continuing community interest in our School. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

1. Agendas are available to all audience members at the door to the meeting.
2. "Request to Speak" forms are available in Spanish and English to all audience members who wish to speak on any agenda item(s) or under the general category of "Oral Communications."
3. "Oral Communications" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes each and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.
4. With regard to items that are on the agenda, you may specify that agenda item on your request form and you will be given an opportunity to speak for up to three (3) minutes when the Board discusses that item.
5. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.
6. A member of the public requiring an interpreter will be provided six (6) minutes for public in accordance with section 54954.3 of the Government Code.

Any public records relating to an agenda item for an open session of the Board meeting which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 991 Mountain View Blvd, VAFB, CA.

In compliance with the Americans with Disabilities Act (ADA) and upon request, the School may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact the Director's office.

D) Reports

E) Consent Agenda Items

F) Items Scheduled for Action/Consideration

- D)** Discussion and Approval of Facilities Use Agreement (FUA) between Lompoc Unified School District and Manzanita Public Charter School.

Motion: Krishna Flores Second: Monique Mangino Vote: 5/0 (Eli Villanueva absent)

E) Reports

F) Future Agenda Items

- a. PSMI/Prop 51 update
- b. Single School Plan

G) Adjourn to Closed Session Time:

The Governing Board will consider and may act upon the following items in closed session. Any action taken will be reported publicly upon reconvening to open session.

H) Reconvene to Open Session Time:

I) PUBLIC REPORT ON ACTION TAKEN IN CLOSSES SESSION (includes the vote or abstention of every member present)

J) Next Meeting

The next scheduled meeting of the Governance Board will be held on **Wednesday, November 17, 2021, at 4:00 pm** Manzanita Public Charter School Staff Lounge.

K) Adjournment Time: 3:42 pm

Manzanita Governance Board

Unadopted Minutes

DECEMBER 8, 2021

Regular Board Meeting

Governance Board Members

Chairman	Arleen Pelster
Secretary	Eric Wilhelm
Treasurer	Eli Villanueva
Member	Harvey Green
Member	Krishna Flores
Member	Monique Mangino

The regular board meeting of the Governance Board of Manzanita Public Charter School will be held at Manzanita Public Charter School Staff Lounge, 991 Mountain View Blvd, VAFB, CA on December 8, 2021 at 4:00 pm.

A) CALL TO ORDER

TIME: 4:02 PM

Pledge of Allegiance

Establish Quorum

5/6 (Eric Wilhelm Absent)

Opening Comments/Introductions/Welcome Guests

B) Communications

Instructions for Presentations to the Board by Parents and Citizens

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4. With regard to items that are on the agenda, you may specify that agenda item on your request form and you will be given an opportunity to speak for up to three (3) minutes when the Board discusses that item.
5. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.
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In compliance with the Americans with Disabilities Act (ADA) and upon request, the School may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact the Director's office.

C) Reports

1. Superintendent/Principal's Report
 - a. Enrollment Report
 - b. Facilities/Prop 51/MOU update
 - c. CFSA/Facility Grant Updates
 - d. Winter Wonderland

D) Consent Agenda Items

Motion: Krishna Flores

Second: Monique Mangino

Vote: 5/0 (Wilhelm Absent)

1. Approval of Meeting Minutes for the Regular Board Meeting on November 17, 2021 (Attachment A)
2. Approval of Check Detail, Unpaid Bills Detail and Deposit Detail (Attachment B) Nancy Dow

E) Items Scheduled for Action/Consideration

1. Nomination/Election of Chairman Arleen Pelster

Motion: Harvey Green

Second: Krishna Flores

Vote: 5/0 (Wilhelm Absent)

2. Nomination/Vice Chairman Krishna Flores

Motion: Arleen Pelster

Second: Eli Villanueva

Vote: 5/0 (Wilhelm Absent)

3. Nomination/Election of Secretary Eli Villanueva

Motion: Harvey Green

Second: Krishna Flores

Vote: 5/0 (Wilhelm Absent)

4. Nomination/Election of Treasurer Monique Mangino

Motion: Harvey Green

Second: Krishna Flores

Vote: 5/0 (Wilhelm Absent)

5. Discussion and Approval of the Educator Effectiveness Block Grant (Attachment C) (Suzanne Nicastro)

Motion: Krishna Flores

Second: Eli Villanueva

Vote: 5/0 (Wilhelm Absent)

6. Discussion and Approval of First Interim (Attachment D) (Nancy Dow)

Motion: Monique Mangino

Second: Harvey Green

Vote: 5/0 (Wilhelm Absent)

F) Items Scheduled for Information and Discussion

G) Future Agenda Items

1. Employee Manual
2. Single School Plan

H) Adjourn to Closed Session Time: 4:45 PM

The Governing Board will consider and may act upon the following items in closed session. Any action taken will be reported publicly upon reconvening to open session.

1. Certificated Employee -School Nurse
2. Classified Employee -2 Maintenance Workers

I) Reconvene to Open Session Time: 5:10 PM

J) PUBLIC REPORT ON ACTION TAKEN IN CLOSED SESSION (includes the vote or abstention of every member present)

No action taken.

K) Next Meeting

The next scheduled meeting of the Governance Board will be held on **Wednesday, January 19, 2022 at 4:00 pm** in the Manzanita Public Charter School Staff Lounge.

L) Adjournment

Time: 5:11 PM

Manzanita Charter School
Aged Payables by Invoice Date - AP Aging Board Report
Aging Date - 1/12/2022
From 7/1/2021 Through 1/12/2022

Vendor Name	Due Date	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Aramark	12/25/2021	0.00	(83.73)	0.00	0.00	(83.73)
Total Aramark		0.00	(83.73)	0.00	0.00	(83.73)
ComCast Business		0.00	0.00	0.00	(1,500.86)	(1,500.86)
Total ComCast Business		0.00	0.00	0.00	(1,500.86)	(1,500.86)
Earthsafe	8/11/2021	0.00	0.00	0.00	102.20	102.20
Total Earthsafe		0.00	0.00	0.00	102.20	102.20
Office Depot	11/18/2021	0.00	0.00	91.11	0.00	91.11
	11/19/2021	0.00	0.00	41.19	0.00	41.19
	11/20/2021	0.00	0.00	41.82	0.00	41.82
Total Office Depot		0.00	0.00	174.12	0.00	174.12
Visa 1313	9/30/2021	0.00	0.00	0.00	1,964.01	1,964.01
Total Visa 1313		0.00	0.00	0.00	1,964.01	1,964.01
Report Total		0.00	(83.73)	174.12	565.35	655.74

Manzanita Charter School
Check/Voucher Register - Check Register Board
From 12/1/2021 Through 12/31/2021

<u>Check Number</u>	<u>Vendor Name</u>	<u>Effective Date</u>	<u>Check Amount</u>
606	LCA Bank Corp	12/1/2021	529.06
607	Lanspeed	12/3/2021	2,575.00
608	Innovative Schoo...	12/1/2021	1,200.00
609	Advanced Compu...	12/1/2021	900.00
610	ComCast Business	12/1/2021	1,906.14
611	Scholastic	12/1/2021	392.20
612	YM&C	12/1/2021	2,429.00
613	VSP	12/1/2021	414.57
614	SBCEO	12/1/2021	690.14
615	Office Depot	12/3/2021	3,267.16
617	Office Depot	12/1/2021	248.26
618	More Office Solut...	12/1/2021	122.49
619	State of Californi...	12/1/2021	98.00
620	Big Green Cleanin...	12/1/2021	230.00
621	STA West Region	12/7/2021	169,196.85
622	Big Green Cleanin...	12/7/2021	11,980.00
623	Lanspeed	12/17/2021	2,574.00
624	Advanced Compu...	12/17/2021	900.00
625	SISC III	12/13/2021	24,151.00
	Aramark	12/17/2021	83.73
626	Wells Fargo Vend...	12/17/2021	650.64
627	LUSD UTIL	12/17/2021	3,926.33
628	Office Depot	12/15/2021	365.66
629	TFD UNLIMITED LLC	12/17/2021	220.00
630	Gopher Sports	12/15/2021	140.00
631	SB Co. Environm...	12/17/2021	585.00
632	YM&C	12/16/2021	4,029.75
633	Innovative Schoo...	12/16/2021	700.00
634	LCA Bank Corp	12/16/2021	608.42
635	VSP	12/16/2021	807.17
636	Office Depot	12/16/2021	293.29
637	ComCast Business	12/16/2021	1,946.90
638	STA West Region	12/16/2021	45,481.50
639	Big Green Cleanin...	12/17/2021	1,530.00
640	Eide Bailly	12/23/2021	9,350.00
99605200	Amazon.com	12/8/2021	327.41
EFT719	Aramark	12/1/2021	83.73
EFT721	MarBorg Industries	12/2/2021	1,283.75
EFT725	ULINE	12/3/2021	122.73
EFT731	Frontier Communi...	12/1/2021	48.65
EFT736	Sara Dow Hanover	12/1/2021	180.00
eft742	Aramark	12/15/2021	83.73
eft743	Ferguson Facilitie...	12/15/2021	91.72
eft753	Frontier Communi...	12/16/2021	57.93
eft757	Aramark	12/20/2021	83.73
eft758	Ferguson Facilitie...	12/16/2021	697.82
Report Total			<u>297,583.46</u>

Manzanita Charter School

Deposits

9110 - Cash in Bank

<u>Documen...</u>	<u>Deposit Number</u>	<u>Document Number</u>	<u>Customer ID</u>	<u>Tran... Source</u>	<u>Cleared Status</u>	<u>Cleared Date</u>	<u>Document Amount</u>	<u>Document Description</u>
12/1/2021	PR Ins	121	manzanita	CR	OS		32,639.91	CR Dec 2021
12/3/2021	County WD	125	County Treasurer	CR	OS		200,000.00	County Transfer
12/15/2021	FIA Dec 2021 1	122	Federal Impact Aide	CR	OS		1,937.00	CR Dec 2021
12/16/2021	FIA Correction	126	Federal Impact Aide	CR	OS		0.00	Rev Date FIA Deposit to Dec 2021
12/16/2021	FIA Correction	127	Federal Impact Aide	CR	OS		66,548.00	Correct date FIA Dec 21
Total 9110 - Cash in Bank							301,124.91	
Report Total							301,124.91	



State of California

Secretary of State

STATEMENT OF FACTS ROSTER OF PUBLIC AGENCIES FILING

(Government Code section 53051)

(Office Use Only)

Instructions:

1. Complete and mail to: Secretary of State,
P.O. Box 942870, Sacramento, CA 94277-2870 (916) 653-3984
2. A street address must be given as the official mailing address or as the address of the presiding officer.
3. Complete addresses as required.
4. If you need additional space, attach information on an 8½" X 11" page, one sided and legible.

New Filing ☐ Update ☐

Legal name of Public Agency: _____

Nature of Update: _____

County: _____

Official Mailing Address: _____

Name and Address of each member of the governing board:

Chairman, President or other Presiding Officer (Indicate Title): _____

Name: _____ Address: _____

Secretary or Clerk (Indicate Title): _____

Name: _____ Address: _____

Members:

Name: _____ Address: _____

Name: _____ Address: _____

Name: _____ Address: _____

Name: _____ Address: _____

Name: _____ Address: _____

RETURN ACKNOWLEDGMENT TO: (Type or Print)

NAME

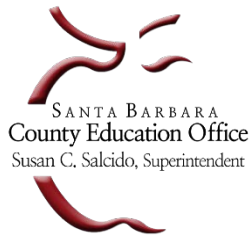
_____ Date

ADDRESS

_____ Signature

CITY/STATE/ZIP

_____ Typed Name and Title



CHARTER GOVERNING BOARD MEMBER ORGANIZATION

CHARTER: _____

Name: _____ Title: ~~Board President~~
Address: _____ Zip: _____
Phone No.: _____ Year term expires: _____ Trustee area # (if applicable) _____

Name: _____ Title: ~~Clerk~~
Address: _____ Zip: _____
Phone No.: _____ Year term expires: _____ Trustee area # (if applicable) _____

Name: _____ Title: ~~Board Member~~
Address: _____ Zip: _____
Phone No.: _____ Year term expires: _____ Trustee area # (if applicable) _____

Name: _____ Title: **Board Member**
Address: _____ Zip: _____
Phone No.: _____ Year term expires: _____ Trustee area # (if applicable) _____

Name: _____ Title: **Board Member**
Address: _____ Zip: _____
Phone No.: _____ Year term expires: _____ Trustee area # (if applicable) _____

Name: _____ Title: **Board Member**
Address: _____ Zip: _____
Phone No.: _____ Year term expires: _____ Trustee area # (if applicable) _____

Name: _____ Title: **Board Member**
Address: _____ Zip: _____
Phone No.: _____ Year term expires: _____ Trustee area # (if applicable) _____

The below named individual is the Secretary to the Board.

Name: _____ Title: **Secretary**
Address: _____ Zip: _____
Phone No.: _____

I certify that all the information provided herein is true and correct.

Board President's Signature: _____ Date: ____/____/____

REFERENCE:
EC§1010, 35025, 35250, 35143, 72000(B)(5)(C)(2)A,B,C
CSBA BOARD BYLAWS 9100, 9121, 9122

ATTACHMENT A



**CHARTER
GOVERNING BOARD AUTHORIZED
SIGNATURE FORM**

Today's date: ____/____/____ Number of Board Members: ____

District: _____

Completed by: _____

Title: _____

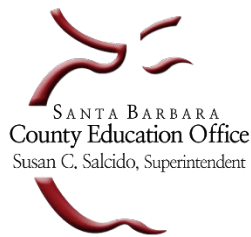
Board Member Signature	Typed Name

Return completed form to:

School Business Advisory Services
Santa Barbara County Education Office

REFERENCE:
EC§ 17604; 35161; 42632; 42633;
70902; 85232; 85233; & 81655

ATTACHMENT B



AUTHORIZED SIGNATURES
CHARTER PERSONNEL APPROVED BY THE BOARD
FOR RELEASE OF COMMERCIAL AND PAYROLL WARRANTS

CHARTER: _____

Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll

I certify that the names and signatures above are authorized district personnel who may receive warrants on behalf of our district.

Board President's Signature: _____ Date: ____/____/____

ATTACHMENT C



CHARTER
CHANGES TO AUTHORIZED SIGNATURES
PERSONNEL APPROVED BY THE BOARD
FOR RELEASE OF COMMERCIAL AND PAYROLL WARRANTS

CHARTER: _____

ADDITIONS:

Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll

DELETIONS:

Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll

I certify that the above changes to authorized district personnel who may receive warrants on behalf of our district.

Board President's Signature: _____ Date: ____/____/____

Note: Please use this form if there are changes that occur throughout the year.

ATTACHMENT C(1)



CHARTER AUTHORIZED SIGNATURES PERSONNEL APPROVED BY THE BOARD TO ACT AS DISTRICT AGENTS

CHARTER: _____

Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll

I certify that the above individuals are authorized to act as agents of the governing board.

Board President Signature: _____ Date: ____/____/____

REFERENCE:
K-12: EC§42632, 42633, 17604
COMMUNITY COLLEGE: EC§85232, 85233, 85655

Note for Escape Financial System Users: The district must have an active employee with access to Escape in order to authorize accounts payable warrants. This form is needed in order to grant activity permissions necessary to authorize payments in Escape.

ATTACHMENT D



Board Agenda Item #F1

ITEM TITLE: Approval of Additional Signor to all Bank of the Sierra Accounts: Kathi Froemming

BACKGROUND: Board to approve adding Kathi Froemming as a signor on all Bank of the Sierra West operating accounts effective January 27, 2022

Kathi Froemming will sign checks in the absence of Superintendent/Principal Suzanne Nicastro.

Sierra West bank accounts will include:

Charter Checking: #34-2501575

Fundraising Checking #34-2501682

RECOMMENDATION: Approval of additional signor Kathi Froemming

RESOURCE PERSON: Suzanne Nicastro

FISCAL IMPACT: None

FUNDING SOURCE: N/A

GOVERNING
BOARD
INFORMATIONAL
PRESENTATION

January 26, 2022

MANZANITA'S FISCAL TRANSITION

JULY 1, 2022-DECEMBER 31, 2022



RESEARCH CONDUCTED

- Informal ‘discussions’ with two local Chief Business Officers on possibility of employment partnership with Manzanita
- Four ZOOM sessions with Charter Management company team (DMS) on possible back-office partnership
- Two hour legal consultation with Young Minney & Corr on a variety of fiscal options moving forward
- Multiple conversations with SBCEO fiscal leadership
- Multiple conversations between Nancy and Suzanne regarding current and future fiscal practices
- Multiple conversations with MPCS Governance Board Chair on transitional ideas

EMERGING TRANSITION OPTIONS

OPTION A:

Hire a back office support team (Delta Management Services)

Pros:

Reputation: DMS is well known and respected in Charter Circles and highly regarded by YM&C. Transitional risk potentially minimized by hiring DMS.

Comprehensive support: Experienced team of professionals that would be able to ensure that Manzanita remains in compliance with all future state and federal fiscal requirements-with an experienced eye on charter operations. DMS is experienced with Charters and regularly involved in Sacramento politics regarding charter law.

Fiscal Operations under one umbrella: DMS will take responsibility for all fiscal operations and work with MPCS Superintendent on instructional and operational compliance items that merge with fiscal reporting.

Fiscal Impact: One time transitional impact of approximately 45K-on-going impact minimal

Cons:

Local support eliminated: Severs payroll ties with SBCEO. Eliminates fiscal/HR employees at the Manzanita site.

EMERGING TRANSITION OPTIONS

OPTION B:

Hire a local CBO for part-time fiscal support

Pros:

Reputation: Interested CBO has stellar work and personal reputation in our local community.

Maintains a local, Manzanita fiscal/HR employee team: Continues current model with existing HR/payroll person and fiscal manager team.

Potential efficiency improvement: Manzanita would move its entire fiscal operations to a County run ESCAPE program. All operations under one, local umbrella.

Potential for deeper partnership with SBCEO: Moving all fiscal operations to SBCEO could potentially deepen professional relationships at a local level.

Fiscal Impact: Current annual SBCEO fiscal costs \$6800
Would definitely increase with new model

Cons:

Legal concerns: Y M & C expressed concerns regarding a charter operation moving its operations to a county office of education. See list of concerns.

Option A (DMS)

- Nancy will handle everything with full transition to DMS but stay on at current salary from July 1, 2022-December 31, 2022. This includes:
 - Fall purchasing support for MPCS site team
 - Closing the books and seeing through the audit of 21/22
 - Assist DMS with the transition from ESCAPE payroll to DMS payroll system
- Assist with all other fiscal transitional items as they come up, and be a familiar/historical support person during Suzanne's absence
- Current payroll/HR person (Laura) may be available and willing to work on a part-time, remote basis with DMS for additional, local support.



**TRANSITION
TIMELINES**

Option B (Local CBO hire)

- Nancy will handle everything with full transition to new CBO but stay on at current salary from July 1, 2022-December 31, 2022. This includes:
 - Available for transitional support for MIP system is Manzanita chooses NOT to migrate to ESCAPE system.
 - Available for transitional support (if knowledge allows) for new CBO as ESCAPE migration occurs.
 - Current payroll/HR person (Laura) would be available and willing to partner (ongoing) with new CBO on payroll support in ESCAPE.



**TRANSITION
TIMELINES**



LAW OFFICES OF YOUNG, MINNEY & CORR, LLP

SACRAMENTO ■ LOS ANGELES ■ SAN DIEGO ■ WALNUT CREEK

MEMORANDUM

To: Suzanne Nicastro, Manzanita Charter School

From: Jerry Simmons, Young, Minney & Corr, LLP

Date: January 21, 2022

Subject: Back Office Provider Options

This memo is intended to summarize our conversation from earlier this month about the two options you were exploring for the provision of back-office services. I shared these thoughts with you based on my experience defending schools from audit exceptions as well as the work I do monitoring legislative activity relating to charter schools.

Using a Third-Party Vendor

In my experience, the quality and level of service vary among back office providers – both by company and individuals within companies that are assigned to your account. Some service providers provide “white glove” service for more money. Others use technology to reduce costs but sometimes are less responsive, particularly with after hours or weekend requests for assistance.

With that said, overall I think that a third party vendor has a number of advantages over using someone who is already an employee of a school district (and who intends to keep that job while working for you):

- The number of new financial programs this year and next year is enormous, and all of them come with many strings attached. This is a reversal from the Brown Administration years when categorical programs were being rolled into allocations that schools had substantial discretion over. Compliance issues associated with these new programs could result in significant audit findings and potentially a requirement to refund moneys that were improperly spent. Since the back-office firms work regularly on compliance issues with all of these programs, some of the risks associated with these new funds may be mitigated.
- There is significant debate about how charter schools should be funded going forward, and it may or may not be aligned with how school districts are funded. The back-office firms work exclusively with charter schools, so they will be tracking this carefully and likely will be better positioned to advise you about how to manage any of these changes.
- Charter schools are subject to the political whims of the state much more than districts are – in one prior year the state even refused to fund new students enrolling in charter

schools after they were enrolled. Having someone who is closely watching these changes is critical to your ability to manage your budget, staffing levels, etc.

- Back office providers typically maintain great relationships with state agencies, county offices and others that you need to work with to obtain additional funding or to get various exceptions from state program requirements. These relationships are built over many years and can assist your local administrative team get things done.
- You typically would have a dedicated team that you are paying to be available to you, as opposed to having to accept whatever time someone has after their full-time job is complete.
- Your budget projections might better take into account all of the charter specific laws and regulations.

Using a Local School District Chief Financial Officer

Obviously the benefit of using a local person is that they are local. Given your location, I am not sure if any of the providers would be able to have someone in your office in just 5-10 minutes. But I have noticed that virtually any kind of meeting can be held by zoom. One other potential advantage is if the local person has pre-existing relationships with your school district authorizer and with the county office of education.



100 Minutes to Understand 3 Plans

Curriculum & Instruction Division

Ellen Barger, Assistant Superintendent, C&I
Steven Torres, Director School and District Support
Rachel Fauver, School and District Support

Overview of 3 Plans from CC

**All Curriculum Council
Resources Link**

LCAP AU Supplement

Universal Pre-K

A-G Improvement Grant

**Friday's Curriculum
Council *Agenda,*
*All Resources, and Links:***
<http://s.sbceo.org/CCDec21>

Today's slides
<http://s.sbceo.org/3PLANS>

3. LCAP: Supplement to the Annual Update



Legislated Changes to LCAP

- One time: **Supplement** to the annual update - 3 parts
- **Required Goals** for some LEAs: *Specific Student Groups*
- **Required Goal** for some LEAs: *Specific Schools*.
- **Carryover Calculation** of unmet MPP
 - Opened more specific conversation about determining **qualitative improvements in MPP**
- Demonstration of **increased staffing** from 15% add-on

Supplement to the Annual Update

A Time to Pause and take stock...

**Many of you already
do this informally/
formally.**

**Pause and align
plans... assess
implementation;
Determine priority
changes**

**We did not predict our current context (not being
able to fill positions, no subs for PD, etc...)**

So busy doing the work...

**This is the 1st year of the carryover
Time to communicate and determine alternatives**

Supplement to the 21-22 Annual Update

3 Elements Described in Instructions

Template

5 narrative prompts:

2 on engaging partners
Use of concentration add on
ESSER-III Implementation
Plans and Fiscal Allocation
Alignment with LCAP

Presentation (NO TEMPLATE)

All available mid-year **outcome data**/ metrics
in 21-22 LCAP

Presentation (NO TEMPLATE)

Mid-year **implementation and expenditures**
on 21-22 LCAP planned actions

Supplement to the 21-22 Annual Update

3 Elements

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have **the 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

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Presentation (NO TEMPLATE)

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on 21-22 LCAP planned actions



SUPPLEMENT TEMPLATE OVERVIEW

The Supplement is a one-time mid-year report to the local governing board and educational partners related to engagement on, and implementation of, the actions associated with the additional state and federal funding received to support recovery from COVID-19 and address the impact of lost instructional time.

LEAs have the flexibility to reference information provided in other planning documents

The location (link to a webpage) of other plans referenced must be identified

The specific section or page number in the plan must be provided

PROMPT 1 INSTRUCTIONS

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 2021–22 Local Control and Accountability Plan (LCAP).

[Respond here]

- ❖ If the LEA received funding through the Budget Act of 2021 that **it would have typically included in its LCAP**, provide a description of how the LEA engaged its educational partners on the use of funds.
- ❖ LEAs that **included the applicable funds in their adopted 21-22 LCAPs** may provide this explanation.

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PROMPT 1 RESPONSE

- ❖ List the additional funds that were received (e.g. Educator Effectiveness Block Grant, A-G Improvement Grant, Expanded Learning Opportunities Program, etc.).
- ❖ Identify the dates and structures (e.g. meeting, survey, committee, etc.) of the engagement and the funding that was addressed.
- ❖ Include educational partner engagement opportunities that will take place in in the future.
- ❖ Funding Resources K12 Education: State Allocations and Grant Funding Opportunities (prepared by San Diego COE)

PROMPT 2 INSTRUCTIONS

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.

[Respond here]

- ❖ Describe how the LEA plans to use the concentration add-on funds to increase the number of certificated and/or classified staff who provide direct services to students on campuses with greater than 55% unduplicated pupil enrollment, **as compared to schools with an enrollment of unduplicated students that is equal to or less than 55%.**
- ❖ If concentration grant add-on is not sufficient to increase the number of staff, then the LEA should describe how it is using the funds to retain staff.
- ❖ LEAs that did not receive a concentration grant may indicate that this prompt is not applicable.

PROMPT 2 RESPONSE

- ❖ An LEA without a comparison school should describe how the funds are used to increase staff at selected schools and the criteria used to determine which schools require additional staffing.
- ❖ Prompt 2 aligns to a new prompt under Increased and Improved Services in the 2022-23 LCAP template.

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Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	[Provide ratio here]
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	[Provide ratio here]

PROMPT 2 RESPONSE

- ❖ List the school sites that have an enrollment of unduplicated student groups greater than 55%.
- ❖ Identify the staff positions that will be increased at each school and explain the direct services that they will provide to students.
- ❖ Identify the staff positions that will be retained at each school and explain how direct services to students will be uninterrupted.

PROMPT 3 INSTRUCTIONS

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.

[Respond here]

- ❖ See the [COVID -19 Relief Funding Summary Sheet web page](#) for a listing of COVID-19 relief funding and the [Federal Stimulus Funding web page](#) for additional information on these funds.
- ❖ LEAs are not required to describe engagement that has taken place related to state funds.
- ❖ LEAs that did not receive one-time federal funding to support recovery from the COVID-19 pandemic may provide this explanation.

PROMPT 3 RESPONSE

- ❖ Describe **how and when** the LEA engaged educational partners when planning expenditures for other federal resources (e.g. CARES Act - LLMF, ESSER I, GEER I; CRRSA - ESSER II).
- ❖ The **Expanded Learning Opportunities Grant Plan** includes a description of parents, teachers, and staff involvement in development of the plan (include link to plan and page number, if applicable).
- ❖ The **ESSER III Expenditure Plan** includes meaningful consultation with required community members in the Community Engagement section (include link to plan and page number, if applicable).

PROMPT 4 INSTRUCTIONS

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.

[Respond here]

- ❖ Describe the LEA's efforts to maintain the health and safety of students, educators, and other staff and ensure continuity of services, and its implementation of the ESSER III Expenditure Plan **to date**, including success and challenges.
- ❖ LEAs that did not receive ESSER III funding may provide this explanation.

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PROMPT 4 RESPONSE

- ❖ Include an update on the implementation of the **Actions and Expenditures to Address Student Needs** from the ESSER III Expenditure Plan (include link to plan and page number, if applicable).
- ❖ Available information and data on the progress of **Ensuring Interventions are Addressing Student Needs** from the ESSER III Expenditure Plan may also be included (include link to plan and page number, if applicable).

PROMPT 5 INSTRUCTIONS

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.

[Respond here]

- ❖ Summarize how the LEA is using its fiscal resources received for the 2021-22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021-22 LCAP. 38
- ❖ For purposes of responding to this prompt “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

PROMPT 5 RESPONSE

- ❖ The ESSER III Expenditure Plan includes an **alignment to other school plans** in the Actions and Expenditures to Address Student Needs section (include link to plan and page number, if applicable).
- ❖ The Safe Return to In-Person Instruction and Continuity of Services Plan includes health and safety procedures and **academic, social-emotional, and health services** which may be aligned to the 2020-21 LCAP (include link to plan and page number, if applicable).

Supplement to the 21-22 Annual Update

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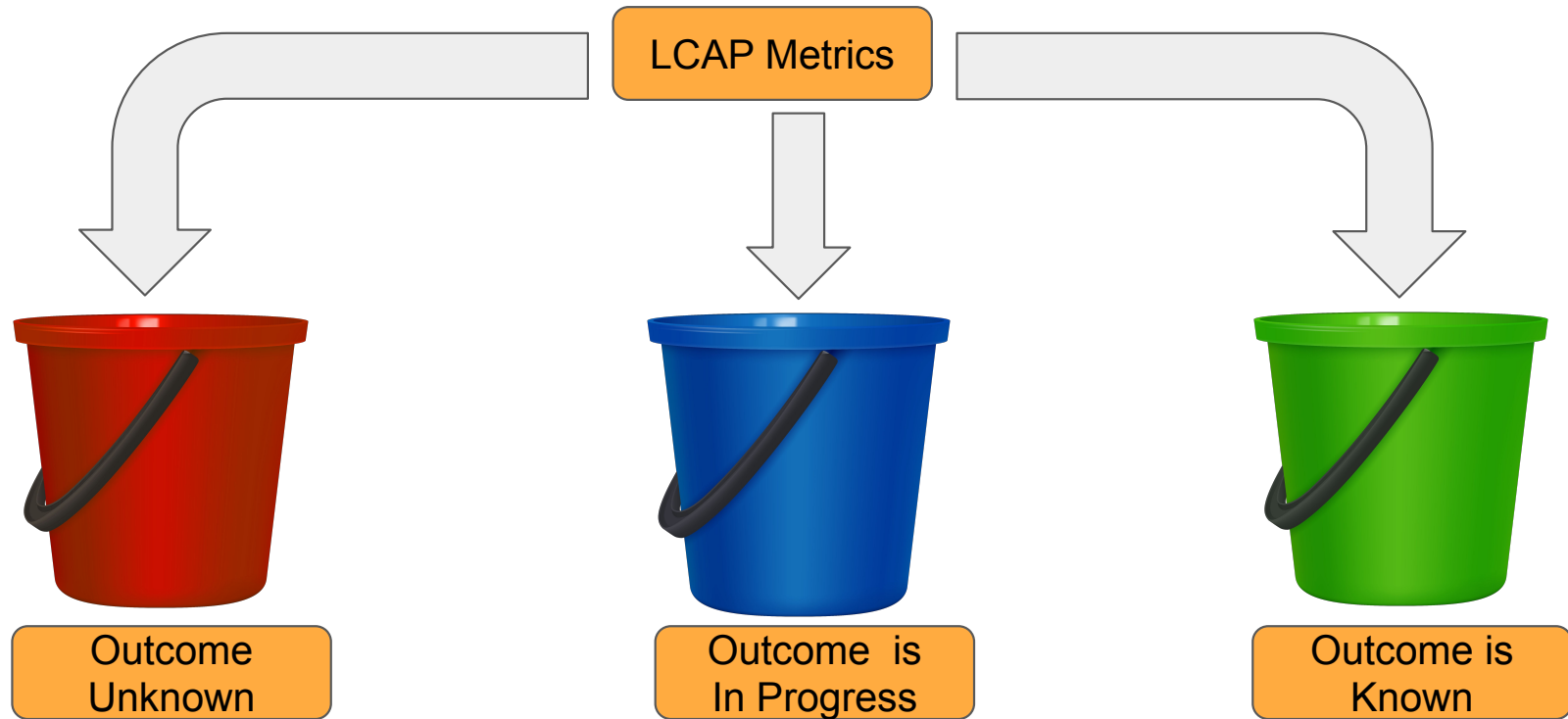
Presentation (NO TEMPLATE)

Mid-year **implementation and expenditures**
on 21-22 LCAP planned actions

LEGISLATIVE INTENT AND GROUNDING

- ❖ The intent of the metrics, implementation, and expenditures presentation is to provide a **meaningful update** to educational partners on the work of the LEA's LCAP.
- ❖ Many districts already provide regular updates to their educational partners - This legislation formalizes it as a requirement while providing the autonomy to create the presentation in a meaningful.
- ❖ Unlike the template, there is **NO COE oversight** (filing, review, or approval) of the presentation.

MID-YEAR DATA BUCKETS



METRIC OUTCOMES ARE UNKNOWN



Some LCAP Metric outcomes will not yet be known.

For example:

- Metrics aligned to a Spring Writing Prompt or Climate Survey might not be known because the assessment might not have been started/completed.

METRIC OUTCOMES IN PROGRESS



Some LCAP Metric outcomes will be in progress.

For example:

- Attendance Rates
- Chronic Absenteeism Rates
- Local Assessment Results



METRICS ARE KNOWN

Some LCAP Metric outcomes will already be known (most current data).

For example:


- 2021-2022 Williams Act Reports (Appropriately Assigned Teachers, Access to Instructional Materials, FIT)
- 2020-21 Enrollment by English Language Acquisition Status
- 2021- 2022 Fall Student SEL Survey





SAMPLE MID-YEAR METRICS UPDATE (DTS)

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Student Attendance Rate	Minimum of 78% 2020-21		Maintain or Increase
	Chronic Absenteeism Rate	2019 CA School Dashboard 64.9%		Decrease by 5%
	Suspension Rate	2019 CA School Dashboard 13.6%		Decrease by 5%
	Student Survey - Connectedness & Safety (California Healthy Kids Survey)	No Baseline		Increased positive survey results, pending data from 2021-22 survey
	Facility Inspection Tool (FIT)	2020-21 Rating of 'Good Repair'		Maintain 'Good Repair' rating

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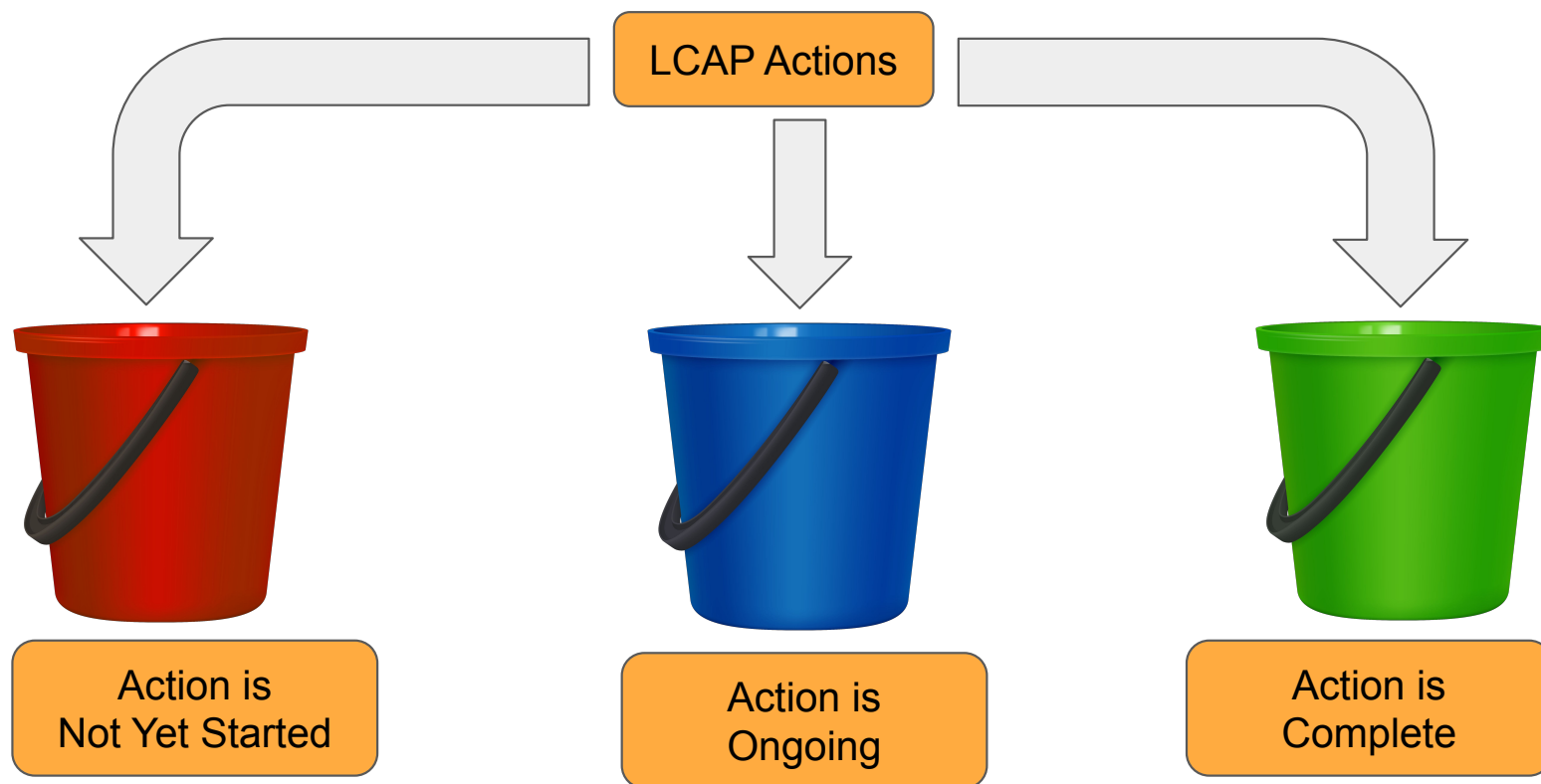
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Supplement to the 21-22 Annual Update

3 Elements

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have **the 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

MID-YEAR ACTION IMPLEMENTATION



ACTIONS NOT YET STARTED



Some LCAP Actions may not have been implemented yet or they are no longer applicable:

For example...

- Positions and services delayed due to staffing shortages/vacancies
- Actions postponed due to shifting priorities at the start of the school year
- Planned PD canceled as a result of sub shortages

ACTIONS THAT ARE ONGOING



Some LCAP Actions will be ongoing:

For example...

- Professional development that have not been completed by all of staff
- Tutoring programs that have only been implemented for some students

ACTIONS THAT ARE COMPLETE

Some LCAP Actions have been completed:

For example...

- Purchased materials (i.e. software, technology, supplies, etc.)
- Completed professional development



UPDATE CONSIDERATIONS

- ❖ When reporting mid-year expenditures, consider aligning to First Interim budget reporting, which would have been calculated by district Fiscal Services in November and reported to the Board in December.
- ❖ Second Interim will report expenditures through January 31st, and Fiscal staff will likely not have time to complete calculations prior to board presentation deadlines.
- ❖ There may not be capacity to ask Fiscal staff for additional estimated actual expenditures calculations beyond the required Interim reporting periods.

UPDATE CONSIDERATIONS

- ❖ Critical to view Mid-year LCAP Implementation and Expenditure Update as an opportunity
- ❖ 2022-23 LCAP Template includes LCFF carryover requirement takes effect for 2021-22 LCAP actions
- ❖ LEAs should use mid-year update to:
 - Assess where they are at with contributing expenditures
 - Estimate where they will be at the end of 2021-22
 - Identify areas where resources need to be shifted in order to avoid carryover



SAMPLE MID-YEAR ACTION UPDATE (DTS)

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Local Indicator Reflection: Teachers are fully credentialed and appropriately assigned	Standard Met on the CA School Dashboard 2019 - Zero teacher mis-assignments		Maintain zero teacher mis-assignments
	Local Indicator Reflection: Standards aligned instructional materials for every student	Standard Met on the CA School Dashboard 2019 - Full Implementation: ELA, ELD, Math Beginning Development: NGSS, HSS		Maintain Full Implementation: ELA, ELD, Math Full Implementation: NGSS, HSS
	HQ College/Career and Life Readiness professional learning/training and supports (CTE, UC/CSU readiness, UC a-g)	No Baseline		Staff will participate in two College/Career and Life Readiness professional learning opportunities each school year
	Participation in and Completion of CTE course	2020 - 21 22 Gateway Students participated and completed a CTE course		Increased number of students completing a CTE course
	HiSET Rate	2019 - 20 pass rate: 50%		Increase pass rate
	Graduation Rate	2019 CA School Dashboard 72.7%		Increase by 5%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	Conditions for Learning: Professional Learning/Training, Supports, Supplemental Resources/Materials	Yearlong	Yes	LCFF 8,375	LCFF 25,125	\$33,500.00	

UPDATE ON 2021-22 BUDGET OVERVIEW

Projected General Fund Revenue for the 2021 – 22 School Year		Amount
Total LCFF funds		
LCFF supplemental & concentration grants		
All other state funds		
All local funds		
All federal funds		
Total Projected Revenue	\$	-
Total Budgeted Expenditures for the 2021 – 22 School Year		Amount
Total Budgeted General Fund Expenditures		
Total Budgeted Expenditures in the LCAP		
Total Budgeted Expenditures for High Needs Students in the LCAP		
Expenditures not in the LCAP	\$	-
Expenditures for High Needs Students in the 2020 – 21 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan		
Actual Expenditures for High Needs Students in Learning Continuity Plan		

2021-22 State Adopted Budget may have impacted these items - Update is required

These items were not impacted - No update is needed

BOP FACTORS TO CONSIDER

- When did LEAs adopt their 2021-22 Budget?
 - Before May Revision or after?
- What were the major differences between May Revision and LEA's 2021-22 Budget?
 - Revenues (Changes in Special Ed funding/programs, 65% Concentration Grant, A-G, ELOP Grants, etc.)
 - Expenditures (Decreased UI Rate, Independent Study requirements, etc.)
- Did the LEA take a 45-day revision/update to their Board?

NOTE: AB 130, Section 124 (e)(1) Requires an that an update be presented, regardless of whether or not there are changes

THE UPDATE TIMELINE



**Collect Available
Outcome, Expenditure,
and Implementation
Data and Complete the
Supplement**

(December – January)



**Present the Annual
Update to the Local
Governing Board or
Body**

(by February 28, 2022)



**Include the Supplement
as part of the 2022-23
LCAP**

(by June 30, 2022)

INCLUSION IN THE 2022-23 LCAP

2022-23 LCAP COMPONENTS

2022-23
Budget
Overview
for
Parents

2021-22
Supplement

2022-23
LCAP

Action
Tables for
2022-23
LCAP

Instructions
for 2022-23
LCAP

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Next Steps

Our SBCEO LCAP Support Team will reach out to districts to set a check in date after the first of the year:

<i>Program</i>	<i>Fiscal</i>
Steven Torres	Nicole Evenson
Carlos Pagán	Jenelle Williams
Steven Keithley	Makenzie Johns
Anne Roundy-Harter	Stephen Williams

Universal Pre-K



Universal Pre-Kindergarten for all 4-year olds by 2025-26

AB 130 (2021-2022) established an **early learning initiative to expand access to classroom based prekindergarten programs** offered by school districts, county offices of education, or charter schools.

All 4 year-olds will have access to a year of free PK/TK prior to Kindergarten

Ed Code Sections 48000 describe the phase-in model

Universal PK: This is Good News

We know the research on the benefits and positive impact of high quality, developmentally-appropriate early education.

Although it will be a lot of work to plan, coordinate and implement, the benefits for children and working families is significant.

Could serve as many as 345,000 additional children in CA

Universal Pre-K

A framework for
planning over
these 5 years



A. Vision, Clarity, and
Coherence

B. Partnerships and Community
Engagement

C. Workforce, Recruitment &
Professional Learning

D. Curriculum & Instruction

E. Facilities and Operations



Funding⁶⁴



Areas of Support, Focus and Planning

A. Vision, Clarity, and Coherence

This begins with understanding the intent, requirements, and possibilities and connecting to your context

B. Partnerships and Community Engagement

C. Workforce, Recruitment & Professional Learning

D. Curriculum & Instruction

E. Facilities and Operations

Statutory Requirement

Mandatory to OFFER

**As a condition of receipt of apportionment,
school districts and charter schools must
implement universally available
Transitional Kindergarten for all 4-year old
children by 2025-26**

Families Have Choices

CSPP:

California State
Preschool Program
(*Income qualify*)

TK:

Transitional
Kindergarten
(*universal*)

Other PK:

Private preschool,
FCCs, Headstart
and other
programs

No PK:

Preschool is not
mandatory. Parents
may forgo options

Receive State Funding

Not State Funded

Districts and Charters must offer TK and CSPP will continue and expand...
but TK (and K) are optional in CA

School is not mandatory until student is 6 years old

CA State Preschool Programs

- **Serves Low Income Families**
(Earning less than \$78,135 for family of 3)
- **Receive STATE Funding; Serve 3 and 4 year olds**
- **Both LEAs and Community Based Organizations Operate CA State Preschools**
- **Budget provides additional \$130M to expand CSPP**
- **Parents can choose to send children here, even if eligible for TK**
- **8 to 1(children to adult) Ratio**

CSPP:
California State
Preschool Program
(Income qualify)

Transitional Kindergarten

- Will be offered to all 4 year-olds by 25-26 through a phase in model. (Currently offered to 4yo turning 5 before Dec. 2)
- Funded through LCFF (approx. \$8935 base grant)
- Only operating via LEAs
- Additional credentialing requirements
- 12 to 1 (children to adult) Ratio - may go to 10:1 in 23-24 pending funding. Class size limit 24

TK:
Transitional
Kindergarten
(age qualify only)

CSPP and TK - Together

CSPP:

California State
Preschool Program
(Income qualify)

TK:

Transitional
Kindergarten
(Only AGE qualify)

Options for LEAs who run State Preschools:

**Combine CSPP and TK in the same classroom
But must meet the higher standard for each component**

Varying Contexts in our County

Size/ Number of Qualifying Students

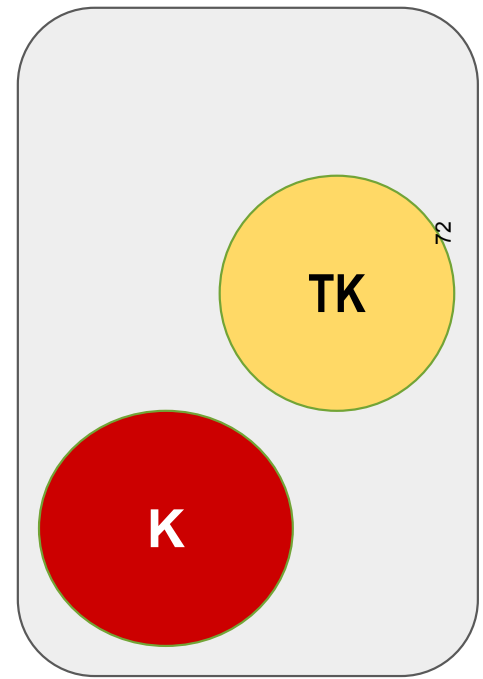
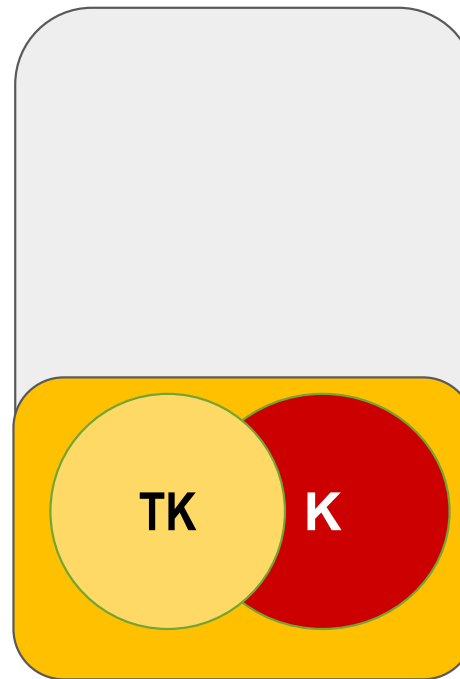
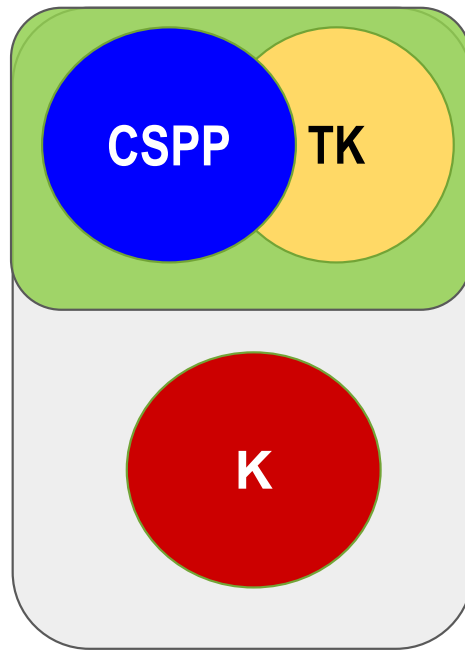
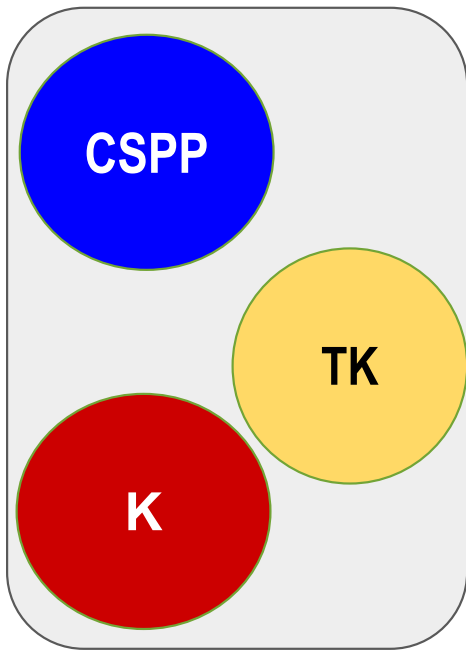
Do/Do Not have State Preschools in the LEA or preschools on campuses

Basic Aid/ LCFF

Existing partnerships with care and education providers

Needs of families in community

Varying Contexts in our County





TK 5-year Phase-in Expansion Timeline



Eligibility: Schools must enroll/provide TK for any 4 year-old student whose 5th birthday meets the deadline.

Eligibility is also eligibility for full year of funding

LEAS have discretion to enroll students whose birthdays fall after the deadline, but will not receive ADA until the student turns 5; may not be including as unduplicated pupil if birthday after census count

TK 5-year Phase-in Timeline

Eligibility, Ratios, and Class Size

Implementation Timeline					
Year	2021-22	2022-23	2023-24	2024-25	2025-26
Eligibility	Turn 5 between September 2 & December 2; At district discretion, turn 5 between December 3 and the end of the school year	Turn 5 between September 2 & February 2; At district discretion, turn 5 between February 3 and the end of the school year	Turn 5 between September 2 & April 2; At district discretion, turn 5 between April 3 and the end of the school year	Turn 5 between September 2 & June 2; At district discretion, turn 5 between June 3 and the end of the school year	Turn 5 between September 2 & September 1
Ratios	Ratios: Not specified Class size: 24*	Ratios: 1:12 Class size: 24*	Ratios: 1:10** Class size: 24*	Ratios: 1:10** Class size: 24*	Ratios: 1:10** Class size: 24*
* average class size across the school site ** Subject to future legislative appropriation					

TK and Expanded Learning (ELO-P)

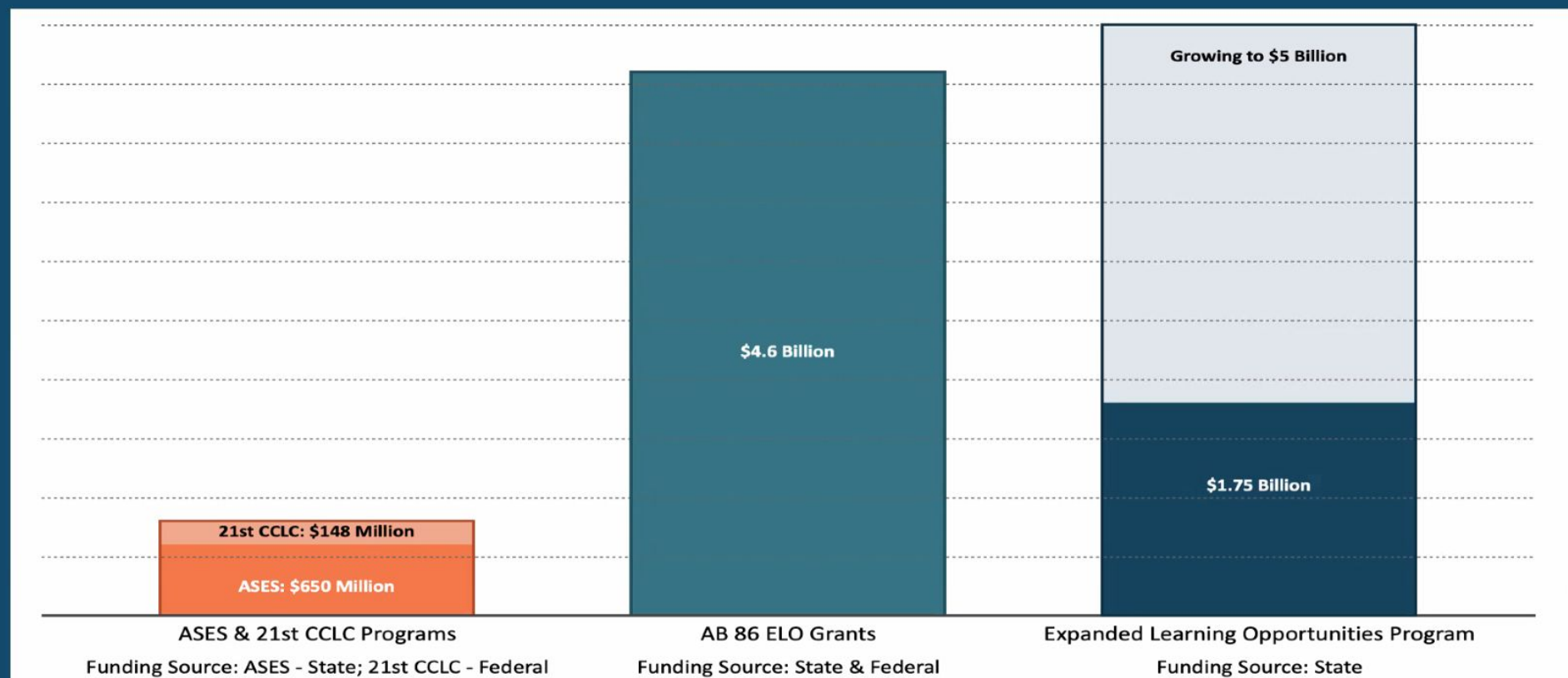
All LEAs offer to all unduplicated pupils in TK-6 access to comprehensive after school and intersessional expanded learning opportunities *(CA Ed Code Section 46120)*

Beginning in 22-23 school year, LEAs receiving ELO-P funding must meet requirements for TK-6

Must provide 9 hours total -> instructional time + before and after school care/ programming

Amount of time student attends ELOP is based on family need

California Expanded Learning Funding Streams



Source: Sarah Neville Morgan, CDE

Areas of Support, Focus and Planning

Questions to explore in each of these categories

As a state system - still working on many areas in each of these categories

1st step: environmental scan - current state

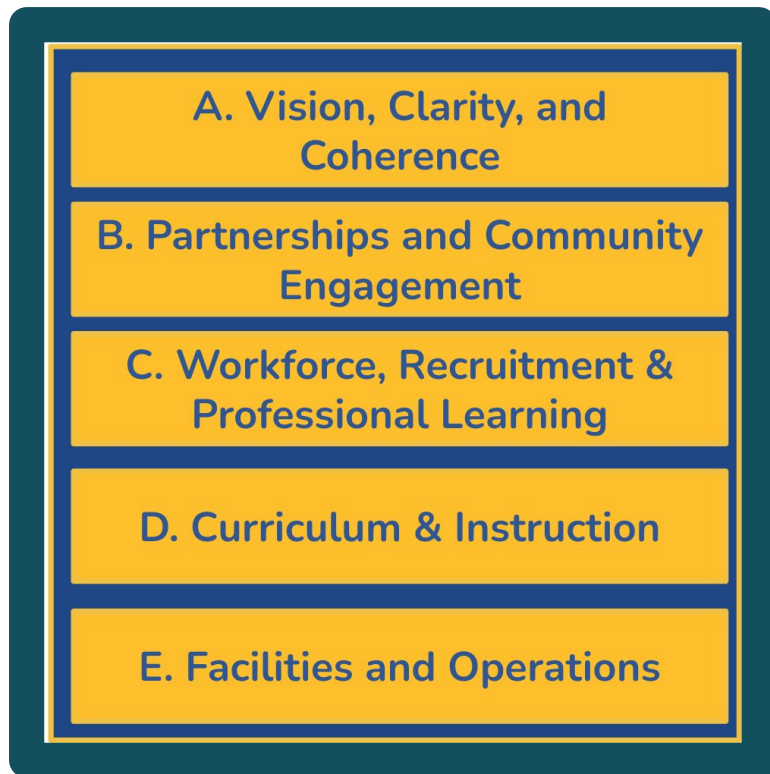
B. Partnerships and Community Engagement

C. Workforce, Recruitment & Professional Learning

D. Curriculum & Instruction

E. Facilities and Operations

Planning for the phase in



SBCEO is coordinating multi-department, multi-agency teams to build networking opportunities and come together to meet the unique needs of each LEA/ community.

Working w/ state agencies to finalize toolkits and planning resources in each of these areas. (January)

Planning Funds

BASE, Enrollment, and Supplemental Grants

\$200 Million - Non-competitive
Based on # of Kindergarten Ss 19-20

BASE:

1 to 23 pupils: \$25,000

24 to 99 pupils: \$50,000

100+ pupils: \$100,000

REMAINING

(Based on number of Kinder Ss in 19-20)

60% allocated by enrollment

40% allocated by % of UP x enrollment

Competitive Grants

\$100 Million -
Competitive

LEA alone or as
Consortium

Can include
partnerships and
preschools... for DLI,
SEL... other training
and PD around
specific instructional
goals and
approaches

Facilities Grants

\$490 Million

Cycle - March 2022
More information next
week.

Can't be used for
portables.

Extension of full day
K facilities grant
program

Initial Plans to board by June 30

A. Vision, Clarity, and Coherence

B. Partnerships and Community Engagement

C. Workforce, Recruitment & Professional Learning

D. Curriculum & Instruction

E. Facilities and Operations

Plans must include how all the children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents. This can include partnerships with the LEAs expanded learning offerings, After School Education and Safety Program, California state preschool program, Head Start program, and other community-based learning and care programs....

Initial Plans to board by June 30

A. Vision, Clarity, and Coherence

B. Partnerships and Community Engagement

C. Workforce, Recruitment & Professional Learning

D. Curriculum & Instruction

E. Facilities and Operations

No Template; For Consideration; Not submitted to the state; No review and approval by an outside entity

Initial planning - environmental scan, projections, focus areas, partnerships, communication, processes, approach to implementation...

Plans will be dynamic... framework for planning and decision making

A-G Completion Improvement Grant Program



A-G Completion Improvement Grant Program

AB 130

Established . . . to help increase the number of CA high school pupils, particularly unduplicated pupils, who graduate from high school with A-G eligibility.

3 Grant Programs:

A-G Access
or
A-G Success

and
A-G Learning Loss Mitigation

2 of 3

A-G Completion Improvement Grant - Eligibility & Awards

A-G Access

< 67%

A-G Completion Rate*

or

A-G Success

> 67%

A-G Completion Rate*

and

Learning Loss Mitigation

2 of 3

* Based on 2020-21 4-year *adjusted cohort grad rate*
% pupils who satisfy A-G with C or better upon graduation

Per pupil allocation based on # unduplicated pupils enrolled
grades 9-12 for 2020-21 Fall 1 submission

* For LEAs receiving concentration grant funding in 2020-21 FY
Allocation will be *no less than \$75,000* for each eligible grant program

A-G Completion Improvement Grant - Plan

Plan developed on or before April 1, 2022

(no official template designated)

2 Board Meetings: Discuss (Feb. or Mar. 2022) + Adopt at subsequent (March 2022)

Expenditure & Encumbrance through 2025-26

On or before December 31, 2023

Report how LEAs are measuring impact of the funds on A-G Completion Rate

Plan Elements

(*single plan to include both grant awards)

- ☐ Increase or improve services for unduplicated pupils to improve A-G eligibility
- ☐ # of pupils identified for opportunities to retake courses
- ☐ How the plan and described services supplement, not supplant, LCAP and AB86 Learning Recovery Plan
- ☐ Description of extent to which all pupils within the LEA, particularly unduplicated pupils, have access to A-G courses approved by UCs

A-G Completion Improvement Grant - Activities*

A-G Access

< 67%
A-G Completion Rate*

or

A-G Success

> 67%
A-G Completion Rate*

and

Learning Loss Mitigation

- ❑ Professional Development for teachers, administrators, counselors to improve LEA's A-G completion rate
- ❑ Develop comprehensive student advising plans
- ❑ Tutoring programs
- ❑ Expanded access to coursework to satisfy A-G course requirement for all students, not limited to unduplicated students, including access to AP or Pre-AP Courses
- ❑ AP & IB Fees for unduplicated students

*increased or improved

Must FIRST use to allow students who receive a "D", "F", or "Fail" grade in an A-G course in the spring semester for 2020 or the 2020-21 school year to *retake those courses.*

Remaining may be used to offer credit recovery opportunities to *all students* to ensure they are able to graduate on time

Plan Development & Support

January 20, 2022

9:30am - 11:00am

[Register HERE](#)

OR

January 25, 2022

1:00pm - 2:30pm

[Register HERE](#)

DATA
+
*SAMPLE
TEMPLATE

AP/Pre-AP
Expansion & Support

CollegeBoard

Advanced Placement (AP)

- There are 38 AP courses
- 9 courses have no student prerequisites

AP courses and exams give students:

- The experience of college-level work
- An opportunity to save time and money
- A way to stand out to college admissions officers
- In California, all AP and Pre-AP courses are A-G

Pre-AP Courses
Pre-AP is for ALL Students

English	Mathematics
Pre-AP English 1 Pre-AP English 2	Pre-AP Algebra 1 Pre-AP Geometry with Statistics Pre-AP Algebra 2
Social Studies	Science
Pre-AP World History and Geography	Pre-AP Biology Pre-AP Chemistry
Arts	
Pre-AP Dance Pre-AP Music	Pre-AP Theatre Pre-AP Visual Arts

These High School Level Courses may be used at the grade level that is appropriate based on local requirements and practices, including middle school.

CollegeBoard

[Click Here for COVID-19 Related Resources](#)

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

An Overview of the 2022–23 Governor’s Budget Proposals



BY SSC TEAM

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posted January 10, 2022

Preface

It is not often that we experience a crisis, such as the global health pandemic, that turns our collective and individual lives upside down and inside out, while we enjoy the fruits of an exuberant economy that yields unprecedented revenues. And yet, here we are with the release of Governor Gavin Newsom’s 2022–23 State Budget—a \$286 billion spending plan that aims to tackle COVID–19 head on, builds upon and expands critical services for Californians, and strengthens the resiliency of the state to address uncertainties and crises we cannot yet see.

For education, Governor Newsom proposes a wide range of new investments to reshape Transitional Kindergarten (TK) through Grade 12 education. The significant funding surpluses of California’s COVID–19 economy can support an increase in programmatic offerings through existing education programs and additional investments in several education areas including the Local Control Funding Formula (LCFF), the Expanded Learning Opportunities Program, and special education.

Overview of the Governor’s Budget Proposals

Governor Newsom’s Budget proposal seeks to strike a balance between ensuring that the needs of every Californian, and especially the most vulnerable Californians, are met through an array of programs while ensuring that the state is equipped to respond to shocks spawned by natural disasters or economic downturns. To this end, his 2022–23 State Budget proposes investments in California’s core infrastructure to combat the threat of wildfires that have devastated so many lives. The Budget continues and expands programs to address climate change, including workforce investments and funding to green California’s school bus fleets. The Budget recognizes the continuing impacts on COVID–19 and proposes over \$2 billion to increase the state’s capacity to slow the spread of the virus through increased testing capacity and vaccination efforts. Additionally, the struggles of small businesses persist as business owners try to recover from the instability of the last two years and the recent omicron surge. Consequently, Governor Newsom augments federal aid to buoy small businesses.

These investments, alongside obligated spending on public education, are viewed by the Governor as essential to protect California in the here and now. However, he is equally committed to fiscal prudence and laying a budget foundation against future risks. The 2022–23 State Budget plan reflects over \$34 billion in reserves: \$20.9 billion in the state’s Rainy Day Fund to address fiscal emergencies and \$3.1 billion in operating reserves. Additionally, the Budget includes a sizable deposit into the Proposition 98 reserve (totaling \$9.7 billion). Putting money into a savings account is one way to address future uncertainties; another is to reduce spending obligations. In this regard, Governor Newsom proposes to accelerate buying down the state’s retirement liabilities with \$3.8 billion in the Budget year and another \$8.4 billion over the next three years. While this is welcome news for the stability of the retirement systems of educators, they do not directly benefit school employers.

One of Governor Newsom’s Budget hallmarks is his reliance on onetime spending. We have seen this pattern since he took office, and perhaps was most stark with the 2021 Budget Act. The Governor’s 2022–23 State Budget reflects this tool to ensure stability and budget resilience over time with 86% of his spending proposals being onetime in nature. With this approach, and a deliberate and thoughtful combination of onetime and ongoing investments, Governor Newsom proposes a Budget that is structurally balanced through 2025–26.

The Economy and Revenues

The forecast upon which Governor Newsom bases his proposed State Budget assumes continued economic growth in California. He remains confident in the state’s recovery from the pandemic and in the stability of a strengthened economy. California’s labor force participation rate is expected to improve, along with job growth and reduced unemployment. Resumed tourism and travel into the state is expected to bolster growth in low-wage, high-touch sectors that have been disproportionately impacted by the COVID–19 pandemic, and wage growth (particularly in low-wage sectors) is expected to increase.

This positive forecast is reflected in the revenue assumptions from the state’s largest revenue source—the “Big Three” taxes. The 2022–23 Governor’s Budget assumes that tax revenues from two of the three main taxes (the personal income and sales and use tax) will increase from 2021–22.

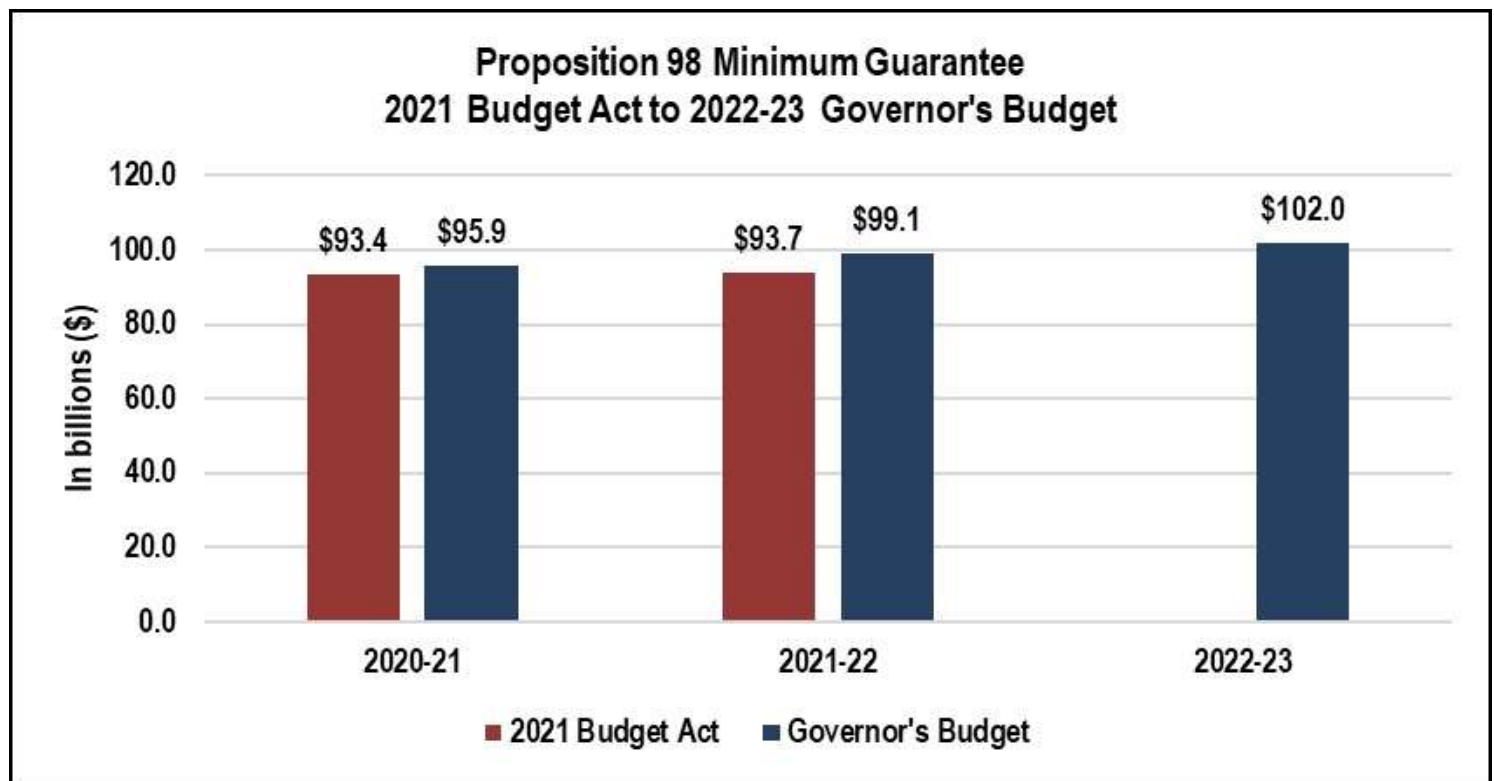
Big Three Taxes (in billions)		
	2021–22	2022–23
Personal Income Tax	\$120.9	\$130.3
Sales and Use Tax	\$30.9	\$32.2
Corporation Tax	\$32.90	\$23.7

Robust state revenues provide the state a general fund surplus of \$45.7 billion surplus for the 2022–23 fiscal year, of which over \$16 billion must be spent on public education through adjustments and increases in the

Proposition 98 minimum guarantee. The Legislative Analyst's Office predicted in its November 2021 Fiscal Outlook that the state would have revenues in excess of its constitutional spending limit (or "Gann Limit"). The Governor holds off on addressing this issue in his January proposal; preferring to wait until the May Revision with clearer revenue estimates before addressing any spending limitations.

Proposition 98 Minimum Guarantee, Reserve, and Local Reserve Cap

The Proposition 98 minimum guarantee for 2022–23 is expected to increase by \$8.3 billion over the 2021 Budget Act to \$102 billion. In addition, the minimum guarantee for 2020–21 and 2021–22 increases over budget act estimates by \$2.5 billion and \$5.4 billion, respectively.



Test 1 remains operative through the budget window and with an adjustment to the minimum guarantee to account for the additional four-year-olds anticipated to be served by TK (\$639.2 million), Proposition 98 spending would represent 38.4% of General Fund revenues in 2022–23.

Given the robust state revenues, Proposition 2 requires the state to make deposits into the Proposition 98 reserve when certain conditions are met. The 2022–23 Governor's Budget includes a \$3.1 billion deposit, which accompanies adjusted deposits of \$3.1 billion and \$3.6 billion in 2020–21 and 2021–22, respectively, bringing the total deposit amount to \$9.7 billion by the end of the budget year.

Related to education’s Rainy Day Fund is the requirement to cap most local school district reserves at 10% when the fund’s balance is at least 3% of the K–12 portion of the minimum guarantee. The previous balance of \$6.4 billion in the 2021 Budget Act triggers this cap beginning in 2022–23, and the additional deposit means that the cap will remain in place for some time.

LCFF, COLA, and ADA

In light of the significant fiscal challenges facing local educational agencies (LEAs) as well as the anticipated continued decline in enrollment, the Governor’s Budget is proposing an amendment to how school districts are funded under the LCFF. Building upon the current law which funds LCFF for school districts on the greater of prior- or current-year average daily attendance (ADA), a third option would be added looking at the average of three prior years’ ADA.

The Budget proposal notes that the Administration intends to engage interested parties to explore options for providing declining enrollment protections for charter schools. No mention is made in the Budget Summary of similar protections for county offices of education (COEs).

The Governor’s Budget proposal includes an estimated statutory cost-of-living adjustment (COLA) of 5.33% for the LCFF—an increase from the projections of 2.48% that was part of the 2021 Enacted State Budget. The other education programs that are funded outside of the LCFF—Special Education, Child Nutrition, Foster Youth, Mandate Block Grant, Adults in Correctional Facilities Program, American Indian Education Centers, and the American Indian Early Childhood Education program—as well as COEs and community colleges, will also receive the estimated 5.33% COLA.

LCFF Entitlements for School Districts and Charter Schools

The base grants by grade span for 2022–23 are increased over 2021–22 by the estimated statutory COLA of 5.33%.

Grade Span	2021–22 Base Grant Per ADA	5.33% COLA	2022–23 Base Grant Per ADA
TK–3	\$8,093	\$431	\$8,524
4–6	\$8,215	\$438	\$8,653
7–8	\$8,458	\$451	\$8,909
9–12	\$9,802	\$522	\$10,324

The TK–3 base grant increase for the class-size reduction (CSR) grade span adjustment is \$886 per ADA in 2022–23, and the grade 9–12 base grant per ADA is increased by \$268 in recognition of the need for Career

Technical Education (CTE) courses provided to students in the secondary grades.

School districts and charter schools are entitled to supplemental grant increases equal to 20% of the adjusted base grant (including CSR and CTE funding) for the percentage of enrolled students who are English learners, eligible for the free or reduced-price meals program, or in foster care. An additional 65% per-pupil increase is provided as a concentration grant for each percentage of eligible students enrolled beyond 55% of total enrollment, with 15% of the concentration grant to be used to increase the number of adults providing direct services (nurses, teachers, counselors, paraprofessionals, and others) to students.

Independent Study

The primary source of general-purpose funding for most LEAs is based on ADA. ADA can either be generated through in-person instruction or through independent study. As such, independent study programs are the means by which LEAs deliver remote instruction and generate ADA. Independent study is offered through two distinct independent study programs, commonly referred to as traditional independent study and course-based independent study.

In response to the increased number of students participating in remote instruction due to the pandemic, multiple programmatic changes were made to independent study requirements in 2021–22. The proposed Governor’s Budget for 2022–23 continues to recognize the need for independent study as an alternative to in-person instruction by continuing extended timelines for signed independent study agreements implemented in the current year. Additionally, the budget proposes allowing for time spent in synchronous instruction to be included in traditional independent study instructional time calculations beginning in 2022–23. The ability to include synchronous instruction in instructional time calculations used to substantiate ADA, which had solely relied on student work product, represents the first change to the ADA calculation for traditional independent study in decades. This change would provide increased flexibility to LEAs in meeting independent study requirements and generating attendance for the purpose of apportionment through remote instruction.

Special Education

In the wake of \$3.1 billion in special education investments over the last three years, Governor Newsom reinforces his commitment to young children and students with disabilities by proposing an integrated package of investments in early prevention and intervention, proposes commitments for ongoing special education funding of \$500 million in Proposition 98 General Fund dollars, and a 5.33% COLA adjustment as part of the categorical programs that reside outside of the LCFF.

The 2019–20 State Budget called for policy changes underscoring the state’s commitment to improving special education instruction and services, and the Governor proposes these policy adjustments as part of the \$500 million special education funding proposal:

- Special education funding formula amendments to calculate special education base funding allocations at the LEA level rather than the Special Education Local Plan Area (SELPA) level.
- Consolidate two special education extraordinary cost pools into a single cost pool to simplify the current funding formula. Currently, there are two \$3 million cost pools, including one targeted for necessary small SELPAs. Pending further information, a simple consolidation would create one \$6 million pool.
- Directly allocate Educationally Related Mental Health Services funding to local educational agencies. Use of these funds was made flexible in 2020–21, with allowable use expanding to any behavioral or mental health service.

Additionally, the Governor’s Budget proposes \$500 million onetime support for the Inclusive Early Education Expansion Program to support general education and special education students in inclusive preschool classrooms and facilities. Although not specifically special education funding, the Governor included hefty investments in the State Preschool Program with the goal of serving at least 10% students with disabilities and providing children with an IEP categorical eligibility to participate in State Preschool. Finally, funding to improve early childhood services for children from birth through age five to increase participation of service coordinators in IEP meetings, to establish IDEA specialists at each regional center, and for positions to support the California Department of Education’s transition process efforts are also proposed.

Universal TK

Absent any change in law, LEAs are poised to enter the initial year of expansion towards universal TK. Beginning in 2022–23, students whose fifth birthday occurs between September 2 and February 2 are eligible for TK. The Governor’s Budget proposal continues the implementation of universal TK, while doing two things:

- Rebenching the Proposition 98 guarantee to include the continued implementation of universal TK
- Allocating \$383 million to reduce student-to-adult ratios, beginning in 2022–23, to 12 students to every one adult

Early Childhood Education

Governor Newsom continues to implement the state’s Master Plan for Early Learning and Care, which was released on December 1, 2020. Specifically, his 2022–23 State Budget proposal provides approximately \$824 million for additional childcare slots, as well as \$373 million to support a full year of rate increases for childcare providers. Another significant proposal is \$25 million to address areas of underserved health care providers by increasing child care slots and providing increased access to a licensed, comprehensive, quality, and affordable child care and development system.

Additionally, Governor Newsom follows through on his commitments to adjust Proposition 98 to accommodate the cost of expanding TK, beginning in 2022–23, and paying for the costs of lower classroom ratios.

In addition to TK, Governor Newsom proposes specific investments to support certain children served by the California State Preschool Program (CSPP). He proposes \$309 million to provide more of an inclusive instruction for students with disabilities and support for English learners.

Governor Newsom also proposes several programmatic changes for the CSPP, including establishing categorical eligibility for age-eligible children with individualized education plans, 24 months of continuous eligibility, and the ability of providers to enroll 2-year-olds in their programs.

Early Literacy

The Governor’s Budget includes new investments focused on early literacy. A onetime investment of \$500 million is proposed for grants over five years for high-needs schools to train and hire literacy coaches and reading specialists. LEAs also will be able to apply for a onetime \$200 million grant program to create or expand multi-lingual school or classroom libraries offering culturally relevant texts to support reading instruction.

Expanded Learning Opportunities

As foreshadowed in the 2021 Budget Act, the Governor’s Budget increases the ongoing investment in the Expanded Learning Opportunities (ELO) Program to \$4.4 billion. Recall that funding for the ELO Program in 2021–22 was comprised of \$1 billion in ongoing and \$754 million in onetime Proposition 98 funds. The additional \$3.4 billion for the program will increase per-pupil funding and expand the number of LEAs that offer no-cost services. In addition, the Budget proposes a onetime investment of \$937 million for ELO Program infrastructure, though there will be a focus on integrating arts and music programming into the enrichment options for students. The proposed budget trailer bill also will include language to clarify that ELO Program funds may be used to hire literacy tutors as another option for enrichment activities. Finally, the Budget invests \$148.7 million ongoing to continue the onetime reimbursement rate increases that were included in the 2021 Budget Act for the After School Education and Safety and 21st Century Community Learning Centers programs.

College and Career Pathways

The Governor’s Budget proposes a onetime investment of \$1.5 billion to support the development of college and career pathways focused on education, health care, technology, and climate-related fields. These funds will focus on creating local partnerships that bring together school systems, higher education institutions, and employers to develop integrated pathways to college and careers in these high-demand fields. Additionally, the Governor proposes \$500 million onetime (available over four years) to strengthen and expand student access and participation in dual enrollment programs. This investment will be complemented by \$45 million in higher education funding for curricular pathways software and public-private partnerships for STEM, education, and health care career preparation.

Facilities

The Governor’s Budget proposes an unprecedented onetime non-Proposition 98 General Fund investment totaling \$2.225 billion to fund new construction and modernization projects through the School Facility Program. Importantly, the Office of Public School Construction has received applications for such projects, which if approved by the State Allocation Board, would consume the funding. Additionally, the Budget also allocates the remaining \$1.4 billion in Proposition 51 bond funds. Thus, the Governor’s proposal would help alleviate the backlog of local school construction projects that hope to receive state matching funds.

Additionally, the Budget appropriates \$30 million in ongoing Proposition 98 funding for the Charter School Facility Grant program, which can be used for a number of general construction costs, including making modifications to curtail the spread of COVID-19.

Universal Meals Program/Nutrition

Beginning with the 2022–23 schoolyear, all LEAs are required to provide two free meals per day (breakfast and lunch) to any student who requests a meal, regardless of their free or reduced-price meal status. Additionally, all schools eligible for the Community Eligibility Provision will be required to apply for the program by June 30, 2022, (if they are not already participating) in order to maximize federal reimbursement for meals served. The state will then cover any remaining unreimbursed costs up to the combined state and federal free per-meal rate.

To help with the implementation of the Universal Meals Program, Governor Newsom is proposing \$596 million, on top of \$54 million provided in the 2021 State Budget Act, to fund universal access to subsidized school meals. Essentially, this is what the Administration is projecting the program to cost the state after accounting for federal reimbursement.

The Administration is also proposing \$450 million onetime (available over three years) for LEAs to upgrade school kitchen infrastructure and equipment to incorporate more fresh, minimally processed California-grown foods in school meals.

The Governor is also proposing an additional \$30 million onetime (non-Proposition 98) for the Farm to School Program to establish additional farm to school demonstration projects and \$3 million ongoing (non-Proposition 98) to expand the regional California Farm to School Network by adding 16 new positions at the California Department of Food and Agriculture.

Finally, the Governor’s Budget proposal includes \$3 million onetime to support the School Breakfast and Summer Meal Start-Up and Expansion Grant Program. Both of these programs are complementary to the provision of universal school meals and the Farm to School Program investments.

Transportation

As part of his robust environmental goals for the state, Governor Newsom is proposing \$1.5 billion onetime (available over three years) to support school transportation programs, with an emphasis on making school bus fleets greener. This investment would provide grants (of at least \$500,000) to LEAs for the acquisition of electric school buses, construction of bus charging stations, and support other local school bus transportation needs. The investment would prioritize LEAs with a high concentration of unduplicated pupils as well as small and rural LEAs.

Educator Workforce

The Governor’s Budget proposal includes \$54.4 million in onetime Proposition 98 and General Funds to deliver relief to the pervasive staffing shortages in the educator workforce. The investments build upon what was provided in the 2021 State Budget and include \$36 million to waive certain teacher examination and credential fees and \$10 million for competitive grant programs for development of teacher preparation programs. An additional \$7.5 million is committed to supporting educator career pathways by establishing prospective candidate career counseling and providing hiring and recruitment resources.

COVID-19 Pandemic

Governor Newsom proposes \$2.7 billion to continue the state’s fight against the COVID–19 pandemic. His proposals focus on continued economic growth, keeping schools open, and supporting medical surge efforts. The proposal calls for the Legislature to take early action to allocate \$1.4 billion of the \$2.7 billion to increase vaccination rates and expand testing through June 30, 2022, and \$1.3 billion through June 30, 2023, to support continued distribution and administration of vaccines and boosters, statewide testing, and support of hospitals to address medical surges.

The Governor also calls for early action to ensure the safety of our state’s workforce by modifying the previous COVID–19 Supplemental Paid Sick Leave (SPSL) provided for under Senate Bill 95 (Chapter 13/2021), which expired on September 30, 2021. Recall that SPSL provided employees with up to 80 hours of COVID–19–related paid sick leave for themselves or a family member subject to quarantine or isolation, to attend a vaccine appointment, or if they were unable to work or telework due to vaccine–related symptoms. Beyond the call to action, the Governor’s Budget Summary provides no additional information related to paid COVID–19 leave nor did the Governor say more about this proposal during his press conference.

Retirement Systems

Governor Newsom does not propose additional funding for the California State Teachers’ Retirement System (CalSTRS) or the California Public Employees’ Retirement System (CalPERS) employer contribution rate relief for LEAs. Based on current assumptions, CalSTRS employer contributions would increase from 16.92% to 19.10% in 2022–23, while CalPERS employer contributes rates would increase from 22.91% to 26.10%.

Closing

Educators are working diligently to meet the learning and nonacademic needs of their students and their families. We at School Services of California Inc. continue to be in awe of that monumental task. In 2022–23, we hope that the Governor and Legislature will provide the resources needed to best support educators throughout California. The Governor’s Budget proposal is a starting point in that conversation, which will last the next several months.

We look forward to diving deep into the Governor’s education budget with all of you and helping our local educational leaders and partners operationalize all of what this means for public agencies, staff, students, and local communities.



ITEM TITLE – Update on Covid Relief Funds

AGENDA TITLE - Same

BACKGROUND: The Board will be updated on the status of all Covid Relief funds. The presentation Jan 26, 2022 will include :

- How much Manzanita is receiving?
- Overview of how much we have spent so far
- Total budgets including salaries
- Timeline of spending for next 2-3 years
- What to expect when funding sunsets 2023/2024 to programs

RECOMMENDATION: Discussion

RESOURCE PERSON: Suzanne Nicastro, Nancy Dow

FISCAL IMPACT: Total Covid Relief funds = \$1,500,000

FUNDING SOURCE: Federal, State