

FLOURNOY ELEMENTARY SCHOOL DISTRICT
15850 PASKENTA ROAD
FLOURNOY, CA 96029
(530) 833-5331

NOTICE OF PUBLIC HEARING

**The Fournoy Union Elementary School District Governing Board
Herby Gives Notice that a Public Hearing will be held as follows:**

A Public Hearing will be held at the Regular School Board Meeting on June 21, 2022 at 6:15 p.m. in the Fournoy Classroom to discuss the 2022-2023 Proposed Budget and LCAP.

A Public Hearing will be held at the Special School Board Meeting on June 22, 2022 at 6:15 p.m. in the Fournoy Classroom to approve the 2022-2023 Budget and LCAP.

Any interested persons are encouraged to attend and give input.

The budget will be available for public inspection on June 15, 2022 from 9:00 a.m. to 11:00 p.m. in the office.

Posted: 6/10/2022

Flournoy School Front Door
Flournoy School 2nd Building Door
Flournoy Store



Flournoy Union
Elementary School District

PO Box 2260; 15850 Paskenta Rd. Flournoy, CA 96029

www.flournoyschool.org 530-833-5331; 530-833-5332 fax

BOARD MEETING AGENDA

Tuesday, June 21, 2022 at 6:15 pm

MISSION STATEMENT: The Mission of Flournoy Elementary School is to provide academic excellence, responsible citizens, and a lifelong desire for learning in a safe environment.

DATE: Tuesday, June 21, 2022 at 6:15 pm
TYPE: Budget/LCAP Public Hearing Board Meeting
LOCATION: Flournoy School District, Building 1

PUBLIC HEARING NOTICE POSTED: Friday, Jun 10, 2022 Flournoy School, Flournoy Store and Paskenta Store

BOARD MEETING AGENDA POSTED: 06/17/2022 Flournoy School, Flournoy Store and Paskenta Store

1. PUBLIC MEETING CALL TO ORDER BY PRESIDING OFFICER _____, at _____ p.m.

Roll call

Patrick Archer _____
Cathy Bjornestad-Tobin _____
Tyson Carter _____
Sara Valoroso _____
Mike Sanderson _____

PUBLIC COMMENT PERTAINING TO AGENDA

Comments on Closed Session Agenda Items, (below). Any person wishing to speak to any item on the Closed Session Agenda will be granted three minutes to make a presentation.

Comments from the Floor: At this time, any person wishing to speak to any item not on the Agenda will be granted three minutes to make a presentation. No action may be taken at this meeting on items addressed during these comments.

Comments on Agenda Items: At this time, any person wishing to speak to any item on the Agenda will be granted three minutes to make a presentation.

2. PLEDGE OF ALLEGIANCE

Recognize staff present:

Rachel Davis, Superintendent _____
Melinda Flournoy, Business Manager _____
Amanda Taylor, Teacher _____
Cody Weston, Custodian _____
Mei Vance, Instructional Aide _____
Sandra Palafox, Instructional Aide _____
Maria Hererra _____
Deborah Hammons _____

3. ADOPTION OF AGENDA

_____/_____/_____
Motion/Second Ayes/Noes /Abstain

4. **APPROVAL OF MINUTES FROM THE MEETINGS OF:** **Tuesday, May 24, 2022**

____/____/____
Motion/Second Ayes/Noes /Abstain

5. **COMMENTS**

1. From members of the Board of Education
2. From the Superintendent and Business Manager
3. From the Staff/Teachers

6. **GENERAL FUNCTION CONSENT ITEMS**

1. Bills and warrants for: **May 2022**
2. MOUs/Agreements: **Title III Consortium 2022-2023**
Information Technology Support Services

____/____/____
Motion/Second Ayes/Noes /Abstain

7. **PUBLIC HEARING:**

1. Discuss the 2022/23 Budget Overview for Parents (BOP) for FUESD
2. Discuss the 2021/22 Local Control and Accountability Plan (LCAP) Update for FUESD
3. Discuss the 2022-2023 Local Control and Accountability (LCAP) for FUESD.
4. Discuss the 2022-2023 Budget for FUESD.

8. **DISCUSSION/ACTION ITEMS** (Attachments)

1. Consider approval of the Resolution for the 2022-2023 Education Protection Plan (EPA)
____/____/____
Motion/Second Aye/Noes /Abstain
2. Consider approval of the Universal Prekindergarten Plan
____/____/____
Motion/Second Aye/Noes /Abstain
3. Consider approval to adopt the Resolution to raise Level 1 Developer Fees.
____/____/____
Motion/Second Aye/Noes /Abstain
4. Consider approval of updated business manager salary schedule effective 07/01/22
____/____/____
Motion/Second Aye/Noes /Abstain
5. Consider approval of Resolution Ordering Election
____/____/____
Motion/Second Aye/Noes /Abstain
6. Consider approval of 2022/23 Authorizing Signatures
____/____/____
Motion/Second Aye/Noes /Abstain
7. Consider approval of the Board Resolution the amendment to the Bylaws of Northern California Schools Insurance Group (NCSIG)
____/____/____
Motion/Second Aye/Noes /Abstain

9. **DISCUSSION ON NEXT BOARD MEETING**

1. Next meeting date: Wednesday, June 22, 2022, 6:15 PM.
2. Possible items for action/discussion
 - Budget/LCAP Public Adoption
 - School Plan

10. **FURTHER COMMENTS**

1. From members of the Board of Education
2. From the Superintendent _____ Adjournment at _____ p.m.



Flournoy Union Elementary School District

PO Box 2260; 15850 Paskenta Rd. Flournoy, CA 96029

www.flournoysschool.org 530-833-5331; 530-833-5332 fax

4.

BOARD MEETING MINUTES

Tuesday, May 24, 2022 at 6:15 pm

MISSION STATEMENT: The Mission of Flournoy Elementary School is to provide academic excellence, responsible citizens, and a lifelong desire for learning in a safe environment.

DATE: Tuesday, May 24, 2022 at 6:15 pm

TYPE: Regular Board Meeting

LOCATION: Via web conference.

To participate in the live meeting click on the link below.

Join Zoom Meeting

<https://us04web.zoom.us/j/76189952111?pwd=Vmc0UmpONTd4RVVGSFlsQ3ZuSUlsUT09>

Meeting ID: 761 8995 2111 BPasscode: 5D9f62

PUBLIC HEARING NOTICE POSTED: NONE

BOARD MEETING AGENDA POSTED: 05/20/2022 Flournoy School, Flournoy Store and Paskenta Store

1. PUBLIC MEETING CALL TO ORDER BY PRESIDING OFFICER SV, at 6:15 p.m.

Roll call

Patrick Archer X

Cathy Bjornestad-Tobin X

Tyson Carter X

Sara Valoroso X

Mike Sanderson X

PUBLIC COMMENT PERTAINING TO AGENDA

Comments on Closed Session Agenda Items, (below). Any person wishing to speak to any item on the Closed Session Agenda will be granted three minutes to make a presentation.

Comments from the Floor: At this time, any person wishing to speak to any item not on the Agenda will be granted three minutes to make a presentation. No action may be taken at this meeting on items addressed during these comments.

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2. PLEDGE OF ALLEGIANCE

Recognize staff present:

Rachel Davis, Superintendent X

Melinda Flournoy, Business Manager X

Amanda Taylor, Teacher _____

Cody Weston, Custodian _____

Mei Vance, Instructional Aide _____

Sandra Palafox, Instructional Aide _____

Maria Hererra _____

Deborah Hammons _____

3. **ADOPTION OF AGENDA**

CT / MS 5 / 0 / 0

Motion/Second Ayes/Noes / Abstain

4. **APPROVAL OF MINUTES FROM THE MEETINGS OF: Tuesday, April 26, 2022**

CT / PA 5 / 0 / 0

Motion/Second Ayes/Noes / Abstain

5. **COMMENTS**

1. From members of the Board of Education NONE
2. From the Superintendent and Business Manager R. Davis informed that we just finished **CASSP Testing**
3. From the Staff/Teachers NONE

6. **GENERAL FUNCTION CONSENT ITEMS**

1. Bills and warrants for: **April 2022**
2. MOUs/Agreements: **NONE**

PA / MS 5 / 0 / 0

Motion/Second Ayes/Noes / Abstain

7. **PUBLIC HEARING: NONE**

8. **DISCUSSION/ACTION ITEMS (Attachments)**

1. Consider approval of annual administration contract for Rachel Davis, Superintendent effective 07/01/22-06/30/23
CT / PA 5 / 0 / 0
Motion/Second Aye/Noes / Abstain
2. Consider approval of the Resolution for the 2021-22 Year End Closing Ed code 44258.3
PA / TF 5 / 0 / 0
Motion/Second Aye/Noes / Abstain
3. Consider approval of updated certificated salary schedule effective 07/01/22
MS / PA 5 / 0 / 0
Motion/Second Aye/Noes / Abstain
4. Consider approval of updated business manager salary schedule effective 07/01/22
Tabled until next meeting. Board requested to match with Kirkwood's salary schedule.

9. **DISCUSSION ON NEXT BOARD MEETING**

1. Next meeting date: Tuesday, June 21 and Wednesday, June 22, 2022
2. Possible items for action/discussion
 - Budget/LCAP Public Hearing and Public Adoption
 - Education Protection Account (EPA)
 - Business Managers Salary Schedule
 - School Plan

10. **FURTHER COMMENTS**

1. From members of the Board of Education
2. From the Superintendent RD Adjournment at 7:36 p.m.

Checks Dated 05/01/2022 through 05/31/2022

Check Number	Check Date	Pay to the Order of	FD-OBJT	Comment	Expensed Amount	Check Amount
40230761	05/04/2022	PCSD Paskenta Community Services Dist.	01-5502	April Elkins Water Bill		64.00
40230762	05/04/2022	AT&T/Calnet	01-5901	Phone Bill		82.35
40230763	05/04/2022	Pace Analytical Services, LLC	01-5502	Drinking Water Monitoring		88.40
40230764	05/04/2022	Coastal Business Systems Inc.	01-5600	Copier Lease		415.29
40230765	05/04/2022	CSM Consulting	01-5800	E-rate Jan. Feb. March		350.00
40230766	05/04/2022	Green Waste	01-5506	Elkins Garbage	359.58	
				Garbage	503.56	863.14
40230767	05/04/2022	J.M. Distributing Dairy Prod.	13-4700	Milk for Lunches		408.18
40230768	05/04/2022	McCoy's Hardware & Farm Supply	01-4300	Maint. Supplies		81.79
40230769	05/04/2022	Pacific Gas & Electric Co	01-5503	Electric Bill	1,122.33	
				Elkins Electric Bill	78.31	1,200.64
40230770	05/04/2022	Michael D. Butler	01-5502	EAR Report	134.35	
				Water Operator Service	100.70	235.05
40230771	05/04/2022	TCSIG	76-9513	Health Insurance Premiums	3,362.00	
			76-9522	Health Insurance Premiums	842.00	
			76-9552	Health Insurance Premiums	265.00	
			76-9553	Health Insurance Premiums	85.00	4,554.00
40230772	05/04/2022	US Bank	01-4300	Various	316.22	
			01-5600	Various	455.70	
			13-4700	Various	609.63	1,381.55
40230773	05/04/2022	Woods Pest Control	01-5505	Elkins Pest Control	95.00	
				Pest Control	180.00	275.00
Total Number of Checks					13	9,999.39

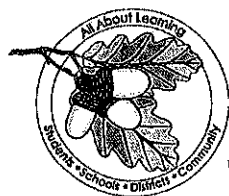
Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL	11	4,427.58
13	CAFETERIA SPEC REV	2	1,017.81
76	WARRANT/PASS-THRU	1	4,554.00
Total Number of Checks		13	9,999.39
Less Unpaid Tax Liability			.00
Net (Check Amount)			9,999.39

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 1 of 1



Tehama County Department of Education

Richard DuVarney
Tehama County
Superintendent of
Schools

1135 Lincoln Street Red Bluff CA 96080 | 530.527.5811 | www.tehamaschools.org

MEMORANDUM OF UNDERSTANDING Title III Consortium 2022-2023

This Memorandum of Understanding represents the agreed-upon program, services and products to be provided to English learner (EL) students in the Antelope Elementary School District, the Evergreen Elementary School District, the Fournoy Elementary School District, the Kirkwood Elementary School District, the Lassen View Elementary School District, the Red Bluff High School District, the Reeds Creek Elementary School District, the Richfield Elementary School District, the Plumas Unified School District, (Members), during the **2022-2023** school year. The Tehama County Department of Education (TCDE) will act as lead local educational agency (LEA) and member. The consortium shall be named the Tehama County Consortium (the Consortium).

The TCDE will be responsible for acting as the fiscal agent for the Consortium and will file the required expenditure reports and maintain fiscal records. The Consortium will plan to expend all Title III funds during the **2022-2023** grant year. TCDE must continue to serve as the fiscal agent for the Consortium for the duration of the 27-month grant period and/or until all the funds are expended, after which time the California Department of Education (CDE) will bill the TCDE for any remaining balance.

According to the **2022-2023** California Longitudinal Pupil Achievement Data System information submitted by the Members to the CDE, the Tehama County Consortium enrolled **343** EL students, which results in a subgrant amount of approximately **\$41,031**. In its role as the lead LEA, the TCDE will support a total amount of programs, services, and products as indicated below:

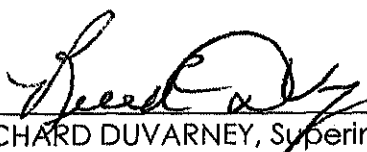
Program/Service/Product	Approximate Cost	Delivery Date	Provided By
Reimburse costs for supplemental materials and/or equipment, to support the learning and well-being of Newcomers and Long Term English Learners.	\$7,000	2022-2023	TCDE
Provide up to 200 hours of professional development and/or coaching targeted to meet the specific needs, based on a needs assessment and data analysis, of English Learners in the school or school district to the consortium members.	\$19,131	2022-2023	ELD Consultant & other TA providers
Reimburse costs to provide community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families.	\$7,000	2022-2023	TCDE
Reimburse costs of after-school English Learner support for materials and staff hours.	\$7,000	2022-2023	TCDE

Total Consortium Grant allocation	\$41,031		
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Changes regarding the provision, the scope, and/or nature of these services must be made by agreement of the Members. Funds must be used before the 27 months grant period ends. In addition to the above services and products, the TCDE will coordinate regular meetings for the purpose of assessing the needs of the consortium.

Also, the TCDE will be responsible for completing and submitting the Annual Report and any other reports to the CDE. The signature of each LEA representative represents the indication that the consortium has met and conferred and the Member LEAs are in agreement to all stated.

Signatures of Authorized Representatives:



RICHARD DUVARNEY, Superintendent
Tehama County Department of Education

6/15/22

Date

SUPERINTENDENT/AUTHORIZED AGENT
Antelope Elementary School District

Date

SUPERINTENDENT/AUTHORIZED AGENT
Evergreen Elementary School District

Date

SUPERINTENDENT/AUTHORIZED AGENT
Flournoy Elementary School District

Date

SUPERINTENDENT/AUTHORIZED AGENT
Kirkwood Elementary School District

Date

SUPERINTENDENT/AUTHORIZED AGENT
Lassen View Elementary School District

Date

SUPERINTENDENT/AUTHORIZED AGENT
Red Bluff Union High School District

Date

SUPERINTENDENT/AUTHORIZED AGENT
Reeds Creek Elementary School District

Date

SUPERINTENDENT/AUTHORIZED AGENT
Richfield Elementary School District

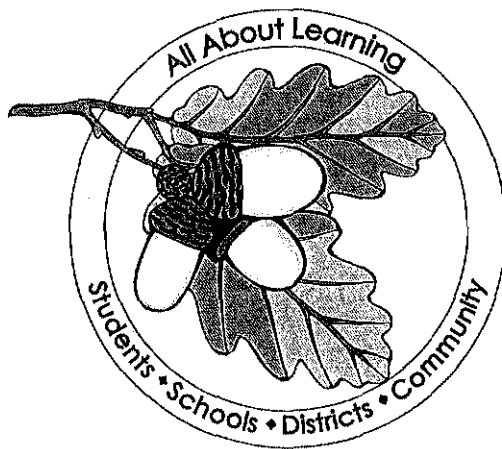
Date

SUPERINTENDENT/AUTHORIZED AGENT
Plumas Unified School District

Date

Information Technology Support Services

Transparent Technical Support for the 21st Century Learning



Prepared by Tehama County Department of Education

June 10, 2022

Memorandum of Understanding

Between the Tehama County Department of Education and Flournoy Union Elementary School District regarding the Implementation of Information Technology Support Services

1. **SUMMARY.** Tehama County Department of Education ("TCDE") agrees to provide Information Technology support services for the Flournoy Union Elementary School District ("DISTRICT"). The TCDE Information Technology department will plan, organize, and coordinate with the DISTRICT Superintendent or his/her designee to direct overall IT operations in school operations including purchasing, coordinating technology functions, and oversight of IT contracts in select IT categories.
2. **EFFECTIVE DATE AND TERM.** This agreement is effective **July 1, 2022** and ends **June 30, 2023**.
3. **DESCRIPTION OF SERVICES.** This agreement covers support for the DISTRICT's Information Technology requirements including but not limited to the services outlined in Attachment A.
4. **COST FOR SERVICES.** The cost below shows all items that will be needed for support. An estimate is provided of the number of days required for LAN support. If the DISTRICT needs less hours, the DISTRICT will be billed only for the actual amount of time worked. All other services are fixed costs.

Service	Charge
DocStar	
Destiny	
Aeries Software	2,852.00
Aeries Support	2,500.00
Escape	702.00
Nessus Software – Tenable License	500.00
Server Hosting	1,400.00
LAN Support	5,200.00
Total	\$13,154.00

*Indicates estimated cost based on the prior year

5. **BILLING.** Billing for LAN / Desktop Support services rendered will be done on a quarterly basis. All other services will be included on the 4th quarter billing. Payment shall be made by the DISTRICT within thirty (30) days of billing.
6. **SERVICE AVAILABILITY.** TCDE will respond to the following emergency situations within 4 business hours of notification by DISTRICT if the situation is related to any of the following incidents:
 - Network Server down
 - Student Information System down
 - Local Area Network down
7. **GOVERNING LAW.** This Agreement, and the rights and obligations of the parties, shall be governed by and construed in accordance with the laws of the State of California.
8. **ENTIRE AGREEMENT.** This Agreement contains the entire agreement and understanding between the parties. It supersedes and replaces any prior agreement between the parties. There are no oral understandings, terms or conditions, and neither party has relied upon any representation, express or implied, not contained in this Agreement.

10. **INDEMNIFICATION.** The DISTRICT agrees to indemnify, defend, and hold harmless TCDE, its officers, agents and employees against any claim, liability, loss, injury or damage imposed on TCDE arising out of the DISTRICT's performance on this Agreement, except for liability resulting from the negligent or willful misconduct of TCDE, its officers, agents and employees. If obligated to indemnify, defend, or hold harmless DISTRICT under this Agreement, the DISTRICT shall reimburse TCDE for all costs, attorney's fees, expenses and liabilities associated with any resulting legal action. The DISTRICT shall seek TCDE approval of any settlement that could adversely affect TCDE, its officers, agents or employees.

11. **ATTORNEY'S FEES.** Should any action be brought to enforce any of the terms of this Agreement, the prevailing party shall be entitled to reasonable attorney's fees.

DOI: 10.1002/2477-8588.200515007-0200

Attachment "A" Description of Services

Tehama County Department of Education provides the following services related to LAN (Local Area Network) and Desktop Support.

LAN / Desktop Support

TCDE provides the following Services in this category:

- Personal computer setup / installation / maintenance
- Local desktop software installation and configuration
- Operating system setup and installation
- Network based software installation and configuration
- Local printer installation and setup
- Server based printer installation
- Individual staff technology in-service
- Project management and purchasing recommendations
- Troubleshoot PC hardware problems
- Routine PC replacement
- Installation and configuration of LAN switching equipment
- DHCP server(s)
- Network troubleshooting
- Microsoft Active Directory administration
- Microsoft File Server installation and configuration
- Microsoft Active Directory support
- Microsoft Server installation and configuration
- Management of backup software / hardware
- Google Apps setup and configuration / support
- Food service software setup and configuration / support
- Projector / media system design and support
- Wireless network design, installation, and support
- Testing and assessment system support
- Autodialer software support
- Data integration and automation with SIS systems

TCDE will provide service as defined under the summary and terms section of this contract. A day of service will be defined as 8 hours of work.

TCDE and the DISTRICT will schedule a standard time and day of the week that TCDE staff will be on-site for contracts greater than 22 estimated days.

Travel time to the DISTRICT at any location will be included in the total contract time. Any additional travel on behalf of the DISTRICT will also be included in the total contract time.

SERVER HOSTING

TCDE provides the following Services in this category:

- Hosting of district servers on colocation or in a virtual environment located at the TCDE datacenter
- Backup of district servers at TCDE

Hosting Microsoft core services at TCDE requires a district internet connection speed of 50 Mbps or greater. TCDE will use and maintain appropriate daily backups of your Virtual Servers within the TCDE Datacenter. Although routine maintenance of backups and reports are monitored, TCDE cannot be held responsible for any data loss, alteration, and corruption of any software, data or files. This also includes data corruption due to database problems, lapse in time from a previous restore point, software bugs, hardware failures, malicious attacks, or natural disaster.

STUDENT INFORMATION SYSTEM SUPPORT

TCDE provides the following Services in this category:

- Student Information System Support provided by TCDE staff
- Management and configuration of all Aeries related software and servers
- Aeries software licensing, if the DISTRICT is a part of the original licensing consortium
- CALPADS / State reporting assistance

Aeries licensing cost is based on selected features. The DISTRICT is responsible for all annual software licensing and support, billable as outlined in the district's Aeries contract.

LIBRARY MANAGEMENT SOFTWARE SERVICES

TCDE agrees to provide the following Services in this category:

- Hosting of the Follett Destiny software
- Configuration support
- Software updates
- Annual school year preparation and rollover
- Backup and storage of all Destiny related data

Destiny licensing cost is based on selected features. The DISTRICT is responsible for all annual software licensing for library management software services.

ESCAPE FINANCIAL SYSTEM DATA PROCESSING SERVICES

The annual contract includes cost for services provided by the TCDE to the DISTRICT relative to the provision of a financial accounting, budget, and payroll system. The contract fee is determined by allocating the total cost among all districts using each district's pro-rata share of total expenses and P2 ADA from fiscal year 2017-18.

Data Processing Services will include the following:

- Annual Escape Technologies Agreement which includes enhancements/change requests with Escape – for all Escape users, Escape web-based training, costs associated with participation in Escape Statewide User Group, local user groups and training.
- Any overtime costs incurred by the Superintendent, as a direct result of district actions shall result in a bill back to the district. When possible, district will be notified prior to incurring overtime costs.

DOCSTAR DOCUMENT IMAGING

Shared software licensing includes actual shared costs provided by TCDE to the DISTRICT for software licensing of the following products:

TCDE agrees to provide the following Services in this category:

- Hosting of the DocStar imaging software
- User configuration and template creation
- Data storage of scanned images
- Support and training provided by Coastal Business Systems

DocStar licensing is billed annually and the total cost is determined by using each participating district's pro-rata share of total expenses from fiscal year 2017-18.

DISCOVERY EDUCATION STREAMING

Shared licensing of Discovery Education Streaming is provided by TCDE on an opt-in basis. This service provides standards aligned multimedia content for Students and Teachers.

TCDE agrees to access district participation and renew the software licensing agreement annually. District cost is based on Student P2 ADA.

TITLE	2022/2023 Information Technology Support Services MOU
FILE NAME	IT Services - Flournoy SD.pdf
DOCUMENT ID	3b877e2af28666b39545e85d9d155459e7a03209
AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	• Signed

Document History



SENT

06 / 15 / 2022

16:48:42 UTC

Sent for signature to Rich DuVarney (rduvarney@tehamaschools.org), Melinda Flournoy (mflournoy@flournoyschool.org) and Rachel Davis (rdavis@flournoyschool.org) from jbarone@tehamaschools.org
IP: 205.154.156.10



VIEWED

06 / 15 / 2022

17:39:55 UTC

Viewed by Rich DuVarney (rduvarney@tehamaschools.org)
IP: 205.154.156.10



SIGNED

06 / 15 / 2022

17:40:25 UTC

Signed by Rich DuVarney (rduvarney@tehamaschools.org)
IP: 205.154.156.10



VIEWED

06 / 15 / 2022

22:57:50 UTC

Viewed by Rachel Davis (rdavis@flournoyschool.org)
IP: 38.80.129.172



SIGNED

06 / 15 / 2022

23:02:33 UTC

Signed by Rachel Davis (rdavis@flournoyschool.org)
IP: 38.80.129.172

TITLE	2022/2023 Information Technology Support Services MOU
FILE NAME	IT Services - Flournoy SD.pdf
DOCUMENT ID	3b877e2af28666b39545e85d9d155459e7a03209
AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	• Signed

Document History



06 / 17 / 2022
22:00:16 UTC

Viewed by Melinda Flournoy (mflournoy@flournoysschool.org)
IP: 205.154.156.15



06 / 17 / 2022
22:02:01 UTC

Signed by Melinda Flournoy (mflournoy@flournoysschool.org)
IP: 205.154.156.15



06 / 17 / 2022
22:02:01 UTC

The document has been completed.

2022-23 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Flourney Union Elementary School District
CDS Code:	52715300000000
LEA Contact Information:	Name: Rachel Davis Position: Superintendent Email: rdavis@flournoyschool.org Phone: 530-833-5331
Coming School Year:	2022-23
Current School Year:	2021-22

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2022-23 School Year	Amount
Total LCFF Funds	\$462,949.00
LCFF Supplemental & Concentration Grants	\$81,513.00
All Other State Funds	\$156,950.00
All Local Funds	\$125,230.00
All federal funds	\$55,158.00
Total Projected Revenue	\$800,287

Total Budgeted Expenditures for the 2022-23 School Year	Amount
Total Budgeted General Fund Expenditures	\$814,046.00
Total Budgeted Expenditures in the LCAP	\$445,102.00
Total Budgeted Expenditures for High Needs Students in the LCAP	\$272,174.00
Expenditures not in the LCAP	\$368,944

Expenditures for High Needs Students in the 2021-22 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$26,277.00
Actual Expenditures for High Needs Students in LCAP	\$38,669.00

Funds for High Needs Students	Amount
2022-23 Difference in Projected Funds and Budgeted Expenditures	\$190,661
2021-22 Difference in Budgeted and Actual Expenditures	\$12,392

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Budgeted expenditures not included in the LCAP include maintenance, cleaning and sanitation, utilities, audit and administration expenditures.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Flournoy Union Elementary School District

CDS Code: 52715300000000

School Year: 2022-23

LEA contact information:

Rachel Davis

Superintendent

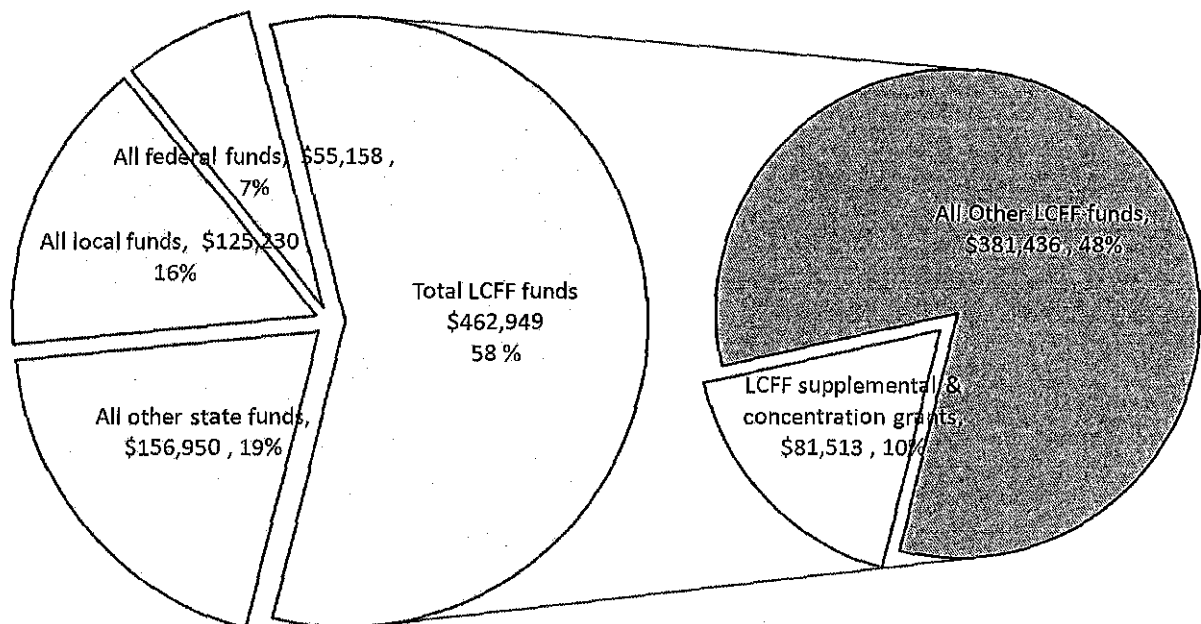
rdavis@flournoysschool.org

530-833-5331

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



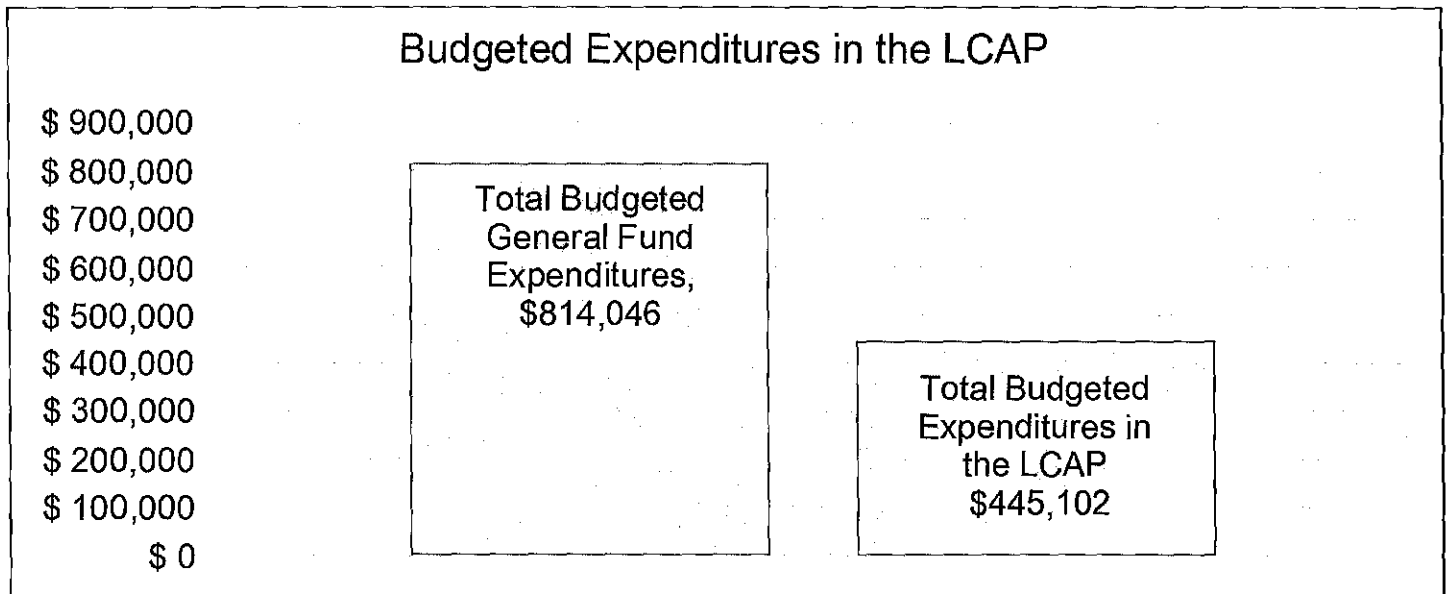
This chart shows the total general purpose revenue Flournoy Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Flournoy Union Elementary School District is \$800,287, of which \$462,949.00 is Local Control Funding Formula (LCFF), \$156,950.00 is other state funds, \$125,230.00 is local funds, and \$55,158.00 is federal funds. Of the

\$462,949.00 in LCFF Funds, \$81,513.00 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 Flournoy Union Elementary 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: Flournoy Union Elementary School District plans to spend \$814,046.00 for the 2022-23 school year. Of that amount, \$445,102.00 is tied to actions/services in the LCAP and \$368,944 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

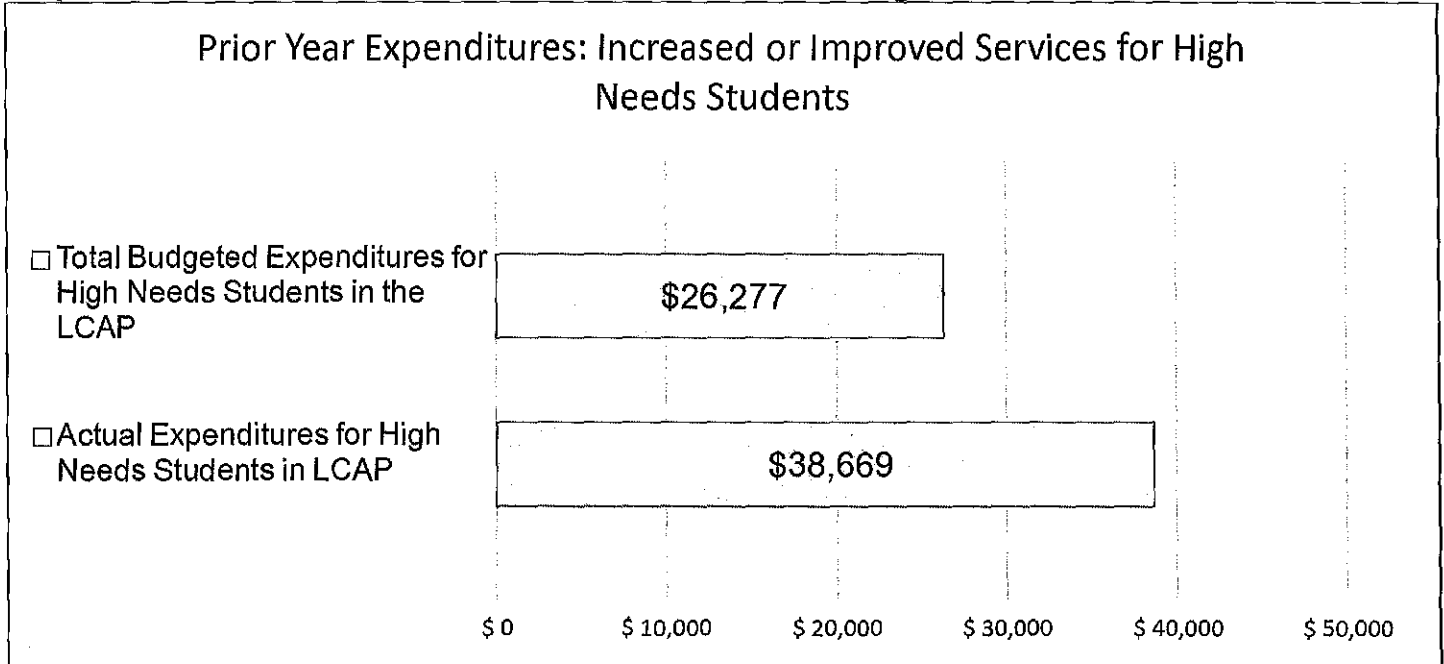
Budgeted expenditures not included in the LCAP include maintenance, cleaning and sanitation, utilities, audit and administration expenditures.

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

In 2022-23, Flournoy Union Elementary School District is projecting it will receive \$81,513.00 based on the enrollment of foster youth, English learner, and low-income students. Flournoy Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Flournoy Union Elementary School District plans to spend \$272,174.00 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 Flourney Union Elementary 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 Flourney Union Elementary 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, Flourney Union Elementary School District's LCAP budgeted \$26,277.00 for planned actions to increase or improve services for high needs students. Flourney Union Elementary School District actually spent \$38,669.00 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
Flournoy Union Elementary School District	Rachel Davis Superintendent/Teacher	rdavis@flournoysschool.org 530-833-5331

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

Flournoy Elementary School District has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process.

Flournoy Elementary School District will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the LCAP community partners engagement opportunities in the first half of 2022.

7.2

Previous engagement opportunities include: Local Control and Accountability Plan 2021-2022 <http://www.flournoyschool.org> (p. 4-5)

Upcoming engagement opportunities for these funds include: to purchase new standards-based curriculum in the following subject areas; English language arts, history-social science and mathematics

Upcoming engagement opportunities to receive input on purchasing a new standards-based curriculum include parent meetings to review and receive input on available curriculum as well as parent and School Board input on proposed adoptions.

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.

Flournoy Elementary School does not receive enough additional concentration grant funding to hire additional staff, but instead we use it to retain staff that provide direct service to students at Flournoy School by: providing additional training. For example, additional training within the areas of small-group instruction, conducting Easy CBMs, and Read Live.

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.

Flournoy Elementary School District has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The district's practices have been further enhanced during the pandemic as Flournoy Elementary District sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP and Expanded Learning Opportunities Grant. All plans can be viewed at the following link

<http://www.flournoyschool.org/>

See pages:

Learning Continuity Plan (Pages 2-4)

21/22 LCAP (pages 5-7)

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.

Our district is not Eligible for ESSER III because we do not receive Title 1, Part A funds.

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.

The 2021-22 school year has been a year of many plans, and our district has worked diligently to ensure that all plans are aligned and all funds can be maximized to support student outcomes. As noted throughout this document, our district has received one-time state and federal funds that are geared toward keeping our schools safely open while preventing the spread of COVID-19 and accelerating student learning recovery after a year spent in distance learning.

To that end, we have worked to align our fiscal resources to our 2021-22 LCAP [[link to LCAP](#)] in the following plans in these ways:

Safe Return to In-Person Instruction and Continuity of Services Plan [[include link to plan](#)] Through this plan our LCAP goals were enhanced by our custodial and support staff utilizing corrective measures to keep our staff and students healthy, purchasing PPE that allowed students to be in-person, and providing additional instructional materials that limited the need for students to share resources.

Learning Continuity Plan [[include link to plan](#)]: Through this plan we have enhanced the learning opportunities described in our LCAP for each of the core curriculum areas and further addressed the social-emotional learning of our students. Additional technology devices were added to provide in-person and distance learning access to rigorous curriculum and instruction. Small group instruction was enhanced through enhancing our staff's skills in small group instruction and through the purchase of TeacherEase, which allowed us to track the progress of students more effectively.

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

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

Introduction

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

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

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

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

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

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“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).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the 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.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“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.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“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.”*

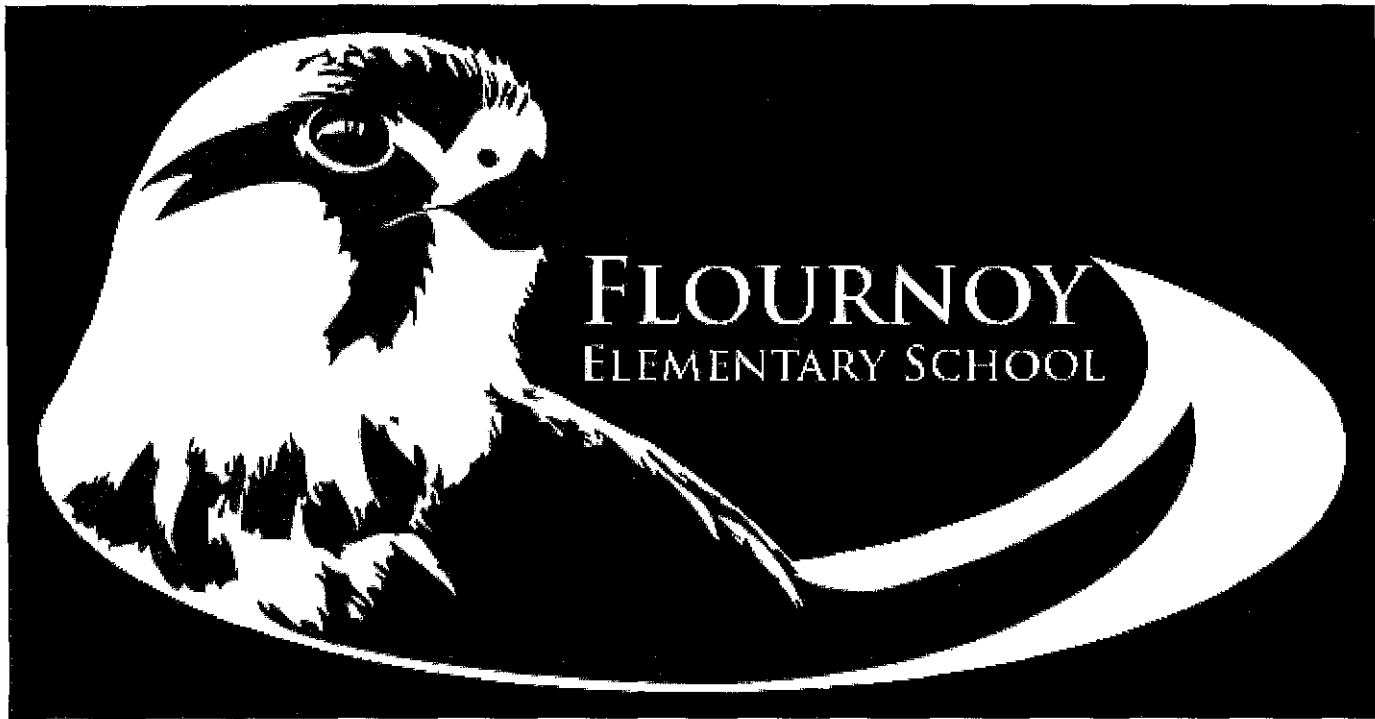
If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "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."

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. 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.

California Department of Education
November 2021



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Flournoy Union Elementary School District

CDS Code: 52715300000000

School Year: 2022-23

LEA contact information:

Rachel Davis

Superintendent

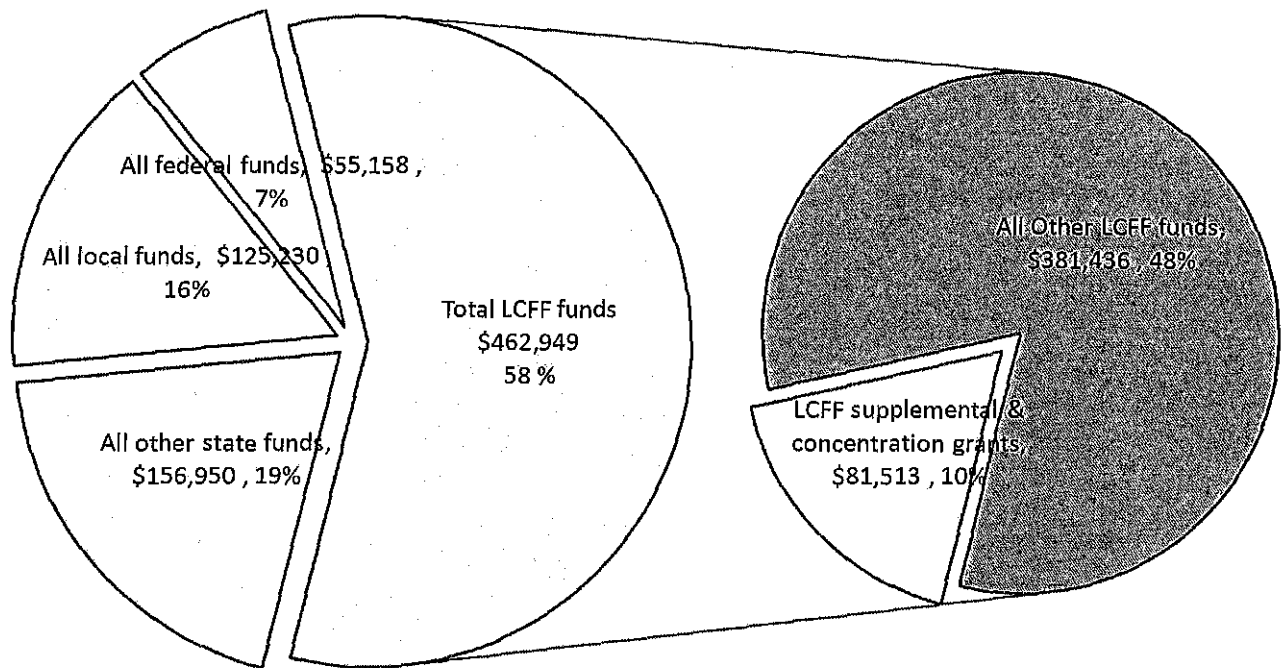
rdavis@flournoysschool.org

530-833-5331

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 Flourney Union Elementary School District expects to receive in the coming year from all sources.

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LCFF Budget Overview for Parents

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Budgeted Expenditures in the LCAP

\$ 900,000
\$ 800,000
\$ 700,000
\$ 600,000
\$ 500,000
\$ 400,000
\$ 300,000
\$ 200,000
\$ 100,000
\$ 0

Total Budgeted
General Fund
Expenditures,
\$814,046

Total Budgeted
Expenditures in
the LCAP
\$445,102

This chart provides a quick summary of how much Flornoy Union Elementary 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.

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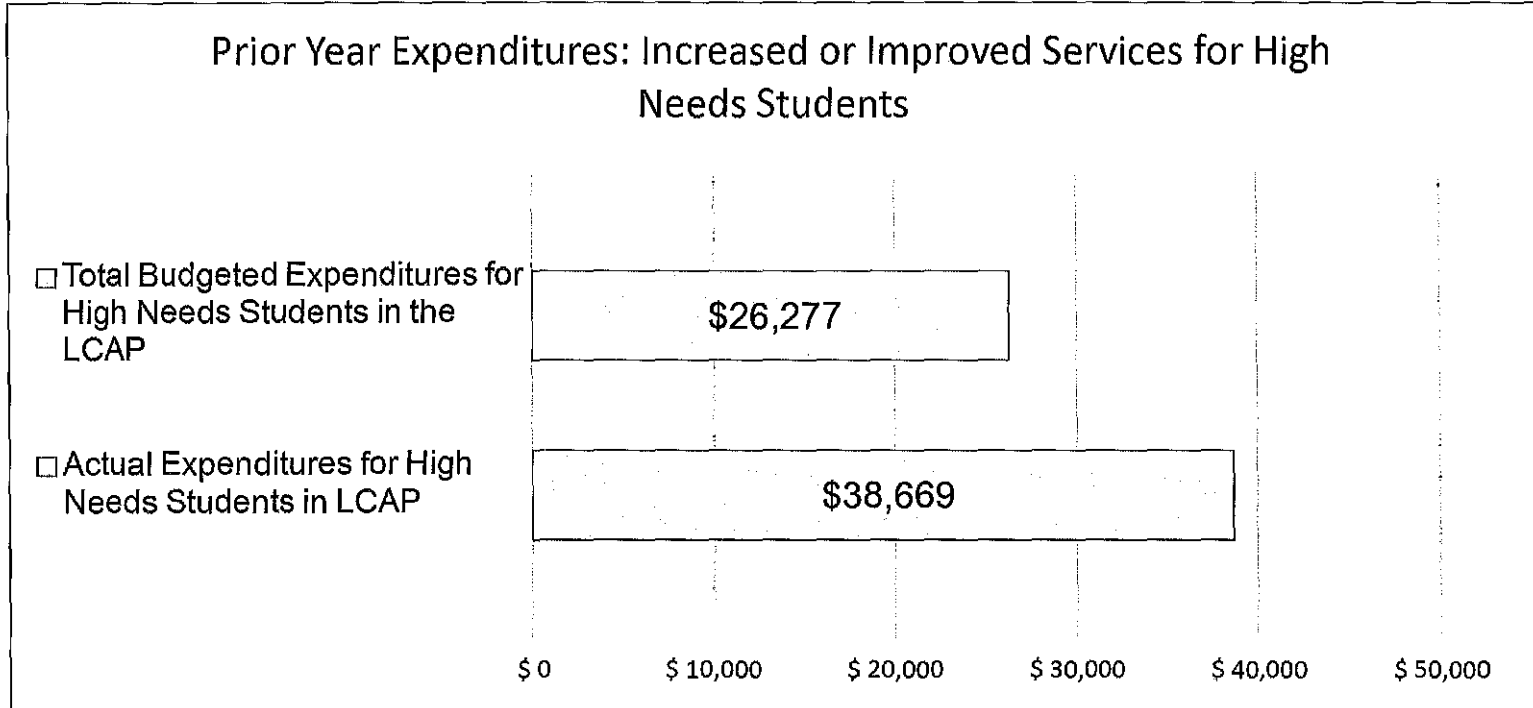
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Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

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LCFF Budget Overview for Parents

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



This chart compares what Flourney Union Elementary 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 Flourney Union Elementary 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.

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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
Flournoy Union Elementary School District	Rachel Davis Superintendent/Teacher	rdavis@flournoysschool.org 530-833-5331

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Flournoy Elementary School District will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the LCAP community partners engagement opportunities in the first half of 2022. Previous engagement opportunities include: Local Control and Accountability Plan 2021-2022 <http://www.flournoyschool.org> (p. 4-5) Upcoming engagement opportunities for these funds include: to purchase new standards-based curriculum in the following subject areas; English language arts, history-social science and mathematics Upcoming engagement opportunities to receive input on purchasing a new standards-based curriculum include parent meetings to review and receive input on available curriculum as well as parent and School Board input on proposed adoptions.

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See pages:

Learning Continuity Plan (Pages 2-4)

21/22 LCAP (pages 5-7)

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.

Our district is not Eligible for ESSER III because we do not receive Title 1, Part A funds.

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Safe Return to In-Person Instruction and Continuity of Services Plan [include link to plan] Through this plan our LCAP goals were enhanced by our custodial and support staff utilizing corrective measures to keep our staff and students healthy, purchasing PPE that allowed students to be in-person, and providing additional instructional materials that limited the need for students to share resources.
Learning Continuity Plan [include link to plan]: Through this plan we have enhanced the learning opportunities described in our LCAP for each of the core curriculum areas and further addressed the social-emotional learning of our students. Additional technology devices were added to provide in-person and distance learning access to rigorous curriculum and instruction. Small group instruction was enhanced through enhancing our staff's skills in small group instruction and through the purchase of TeacherEase, which allowed us to track the progress of students more effectively.

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

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:

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- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
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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:

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- The Action Tables for the 2022–23 LCAP
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As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

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Prompt 1: *"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)."

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *"A description of how LEA used, or plans to use, the 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."*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *"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."*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *"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."*

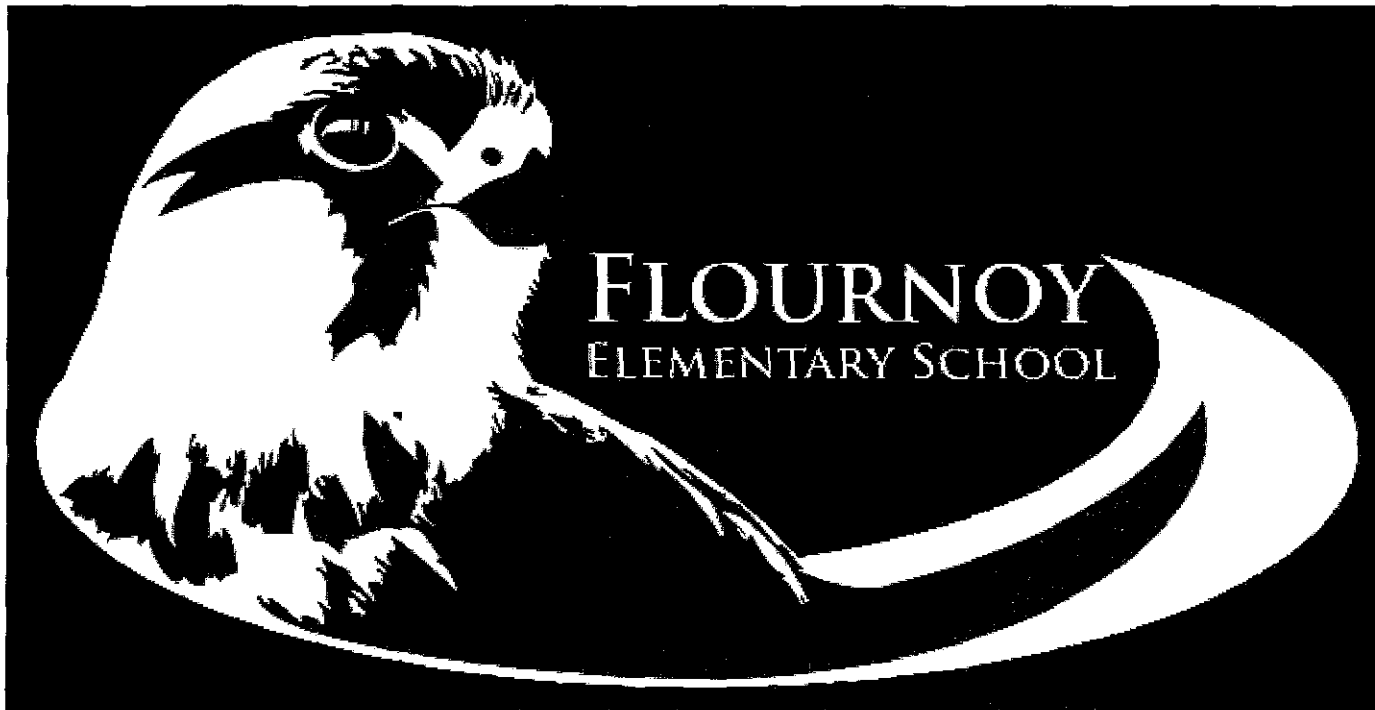
If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "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."

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. 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.

California Department of Education
November 2021



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
Flournoy Union Elementary School District	Rachel Davis Superintendent	rdavis@flournoysschool.org 530-833-5331

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.

Flournoy School is a tiny, rural school in western Tehama County. Started in 1922, it was a one room schoolhouse that filled the need for a ranching community school, Flournoy today serves 49 children, K through grade 8. Student demographics include 68.1% Free/Reduced,

12.2% Special Education, 74.47% White, and 23.40% Hispanic. Flournoy currently has no Foster students enrollment and one Reclassified English Learners. During 2021/22, Flournoy staff consisted of 1 Superintendent/Teacher, 1 Teacher, 3 part time paraprofessionals, a full-time business manager, a part time cook/manager and a part time custodian. Flournoy's student population and location make it a very unique school. Flournoy is a warm and welcoming school, and creates a family-like atmosphere for students, staff, and parents. Academics are our priority, and our local kids have been able to demonstrate their writing and artistic skills on display for our local community. We have competed in many writing and art competitions with much larger schools, and our Flournoy students have consistently taken top honors. Not only does Flournoy focus on academic individualized instruction and full-inclusion for students, but we also offer extra-curriculum opportunities for our students. Our school competes competitively in volleyball and basketball.

Reflections: Successes

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

Based on Flournoy's small school size, we typically do not have indicators on our dashboard. It only shows our 0% suspension rate. So, it is routine for our small school to review with our stakeholder groups to analyze and discuss our local data. In order to prepare for the 2021-2024 LCAP we reviewed goals and data from 2017-2020 LCAP and the 2020-2021 Learning Continuity Plan. We are proud of what we accomplished in spite of the Covid-19 pandemic. We were able to maintain communication and learning with our families during the Spring 2020 School Closure. (LCAP 2019-2020 Goal #2)

Based on state Smarter Balanced data we saw positive advancement toward proficiency for our students in both ELA and Math. ELA CAASPP increased from 30% Standard met in 18/19 to 45.16% in the year 20/21. For Math CAASPP, there was an increase from 20% in 18/19 to 32.26% in 20/21.

2021/2022 i-Ready Diagnostic Results: 46.9% of students achieved one year's typical annual growth in Reading and 36.7% achieved one year's typical annual growth in Math.

Easy CBMs 2021/2022 data shows that 71.4% of students enrolled demonstrated sufficient growth in reading fluency to remain at, or increase their percentile ranking or remained above the 50th percentile compared to other U.S. students at the same grade level. (LCAP 2019-2020 Goal #1)

We were able to maintain the school in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated. The facility's overall rating remains in good condition as measured annually by the Facilities Inspection Tool (FIT). Parent communication was strong with parent conferences, all-call reminders, website postings, flyers, parent outreach, and a distance learning seminar for parents and students in the Fall. (LCAP 2019-2020 Goal #2)

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.

Due to its extreme small size, Flournoy does not receive LCFF Evaluation Rubrics data as posted on the Fall Dashboard. Staff must rely on local data and student-by-student analysis of state mandated test scores.

Staff have identified the following needs based on local analysis:

~ Academics - In ELA students greater than 50 points above level three scores will increase by two or more points. Students less than 50 points above level three will increase by five or more points. Students less than 100 points below level three will increase by 40 or more points. Students greater than 100 points below level three scores will increase by 50 or more points.

In Math, students greater than 50 points above level three scores will increase by two or more points. Students less than 50 points above level three will increase by five or more points. Students less than 100 points below level three scores will increase by 40 or more points. Students greater than 100 points below level three scores will increase by 50 or more points.

~ Due to the Special Education enrollment increasing, there is a need to continue with additional paraprofessional assistance and specialized equipment.

~ Professional Development - Standards implementation; how to address the challenge of the multiple-aged classroom

To address these areas for improvement Flournoy Elementary School is purchasing Chromebooks to support assessment and intervention. Also, Flournoy school has a three year plan to purchase the following state adopted standards based curriculum; Social Studies, English Language Arts, and Mathematics. Flournoy Elementary School will continue with individualized instruction and planning.

LCAP Highlights

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

MISSION STATEMENT: The Mission of Flournoy Elementary School is to provide academic excellence, responsible citizens, and a lifelong desire for learning in a safe environment.

Flournoy's LCAP goals address student achievement for all Flournoy students and providing a safe, welcoming school environment for families and children. Flournoy has a large percentage of Special Education students, which present challenges for a small, rural school district. Staff work closely with the Tehama SELPA to provide IEP services while Flournoy teachers address learning and social-emotional needs. Our instructional model is "full inclusion" which means Special Needs students are fully included in all Flournoy lessons and activities. Both teachers share responsibility to provide specialized and individualized instruction. Parent participation is important to our program and staff work closely with all families daily. Based on this information our two LCAP goals are custom fit to our small school's special needs and family-like atmosphere. Flournoy Union Elementary School District will strive to achieve these two goals from 2021-2024:

LCAP Goal #1- All Flournoy students will advance toward proficiency on an annual basis in both ELA and Math as measured by state and local assessments.

LCAP Goal #2- Flournoy School will provide a safe, welcoming school environment and 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.

Flournoy Elementary School District was not identified for CSI.

Support for Identified Schools

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

Flournoy Elementary School District was not identified for CSI.

Monitoring and Evaluating Effectiveness

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

Flournoy Elementary School District was not identified for CSI.

Engaging Educational Partners

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

Stakeholder involvement at Flourney includes the following:

- *Families - notification through the website, Catapult Connect mass communications and monthly calendar
- *Regular staff discussions and feedback
- *Flyer/Poster distribution to community members during school events
- *Parent Conferences
- *Board meetings
- *Staff/Parent Meetings
- *Annual Student/Parent/Staff survey
- *Learning Continuity and Attendance Plan Review/Survey
- *Student Information System (Aeries)

Since our school size is so small, 49 students, we are not required to have a School Site Council and we do not receive Title I funding. Parents, staff, and students are able to engage in the LCAP through many avenues. For example; surveys, parent conferences, staff meetings, parent meetings, Student information system (Aeries), and our all-call system. Also, something very special and unique to our school is daily contact/conversations that our staff is able to have with our parents. These opportunities happen during drop-off/pick-up times, parent volunteer hours, and field trips. Our small, family-like atmosphere creates these very important interactions with our families that help aide in our decision-making for goals and actions of our school.

A summary of the feedback provided by specific educational partners.

Spring 2022 Survey

Areas of strength-

Strengths of the school as identified by the majority of students:

Staff help and support students and encourage ideas.

Students are engaged in discussions

Students express care for each other

High sense of safety at the school

Clean facility

Assigned work is meaningful

Families are supportive in students completing work/homework

Students enjoy the food

Sports

Staff

Classified staff agree they feel a sense of belonging and connectedness to the school. They appreciate the small school atmosphere and feel a part of the decision making process. Communication is effective.

Parents

100% feel welcomed at school

86% feel a sense of self-worth and belonging to the school community.

72% respect the school's teachers with 2 parents neutral.

100% respect the principal

86% (1 disagree) feel students experience a sense of self-worth and belong to the school community, feel the school provides an atmosphere where every student can succeed, feel the students who respect for one another, feel the teachers/admin show respect for students.

100% are satisfied with the school, feels the school performs well academically.

Parent comments regarding major strengths:

The staff

Ability of students to learn at the level they are at.

Teachers focus on each child individually

One-on-one learning

After school sports

Small family atmosphere where students can't fall through the cracks.

Areas of improvement-

Areas to focus on from the student's perspective:

Receiving help outside of school hours.

Students learning skills for working out disagreements

Students' ability to participate in decision-making.

Consistent application of rules

Improvement in the blacktop area of the playground (including: benches, swings).

Staff:

While there were no disagrees noted on the survey, a couple of the staff are unsure about the level of challenge associated with the current curriculum and the effectiveness of the state standards in addressing needs. A couple of staff members expressed a lower confidence in effectively supporting students with higher needs (special education, low income)

Parents:

Parent concerns (comments indicated below have been generalized)

Homework can be too much.

Respect shown by certain staff towards students impacts the level of respect from student to student.

Would like more opportunities for parents to get involved in their child's learning.
Consistency in discipline

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

The input and responses we received were pivotal in the planning of our LCAP. Aspects of the LCAP that were influenced by specific input from our educational partners include; providing afterschool academic support, increased opportunities for parent/student support, and new standards based curriculum. We will be providing additional after school support for students to improve in academic areas. This Fall, a new parent group will be forming at our school. All parents will be welcome to join and the focus of the group will include a multitude of items. For example; improved school security system, curriculum adoption, LCAP input, and many more topics that arise. Also, another area within our LCAP that was influenced by our educational partners, includes adopting new standard based state adopted curriculum. It will be a three year process. Year 1 will be the adoption of social studies, year 2 will be Mathematics, and Year 3 will be English Language Arts. Parents, staff, and students will be part of the screening and adoption process. This will also help address providing a more challenging curriculum for our students. The survey results and staff/parent meetings were very helpful and essential for planning our LCAP.

Goals and Actions

Goal

Goal #	Description
1	All Flournoy students will advance toward proficiency on an annual basis in both ELA and Math as measured by state and local assessments.

An explanation of why the LEA has developed this goal.

Based on stakeholder input staff, parents, and the community would like to see students have academic growth. The Spring 2022 Survey indicated a need for a stronger/higher-level standards based curriculum. There is a concern about the level of challenge associated with the current curriculum and the effectiveness of the state standards in addressing needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Students meeting ELA CAASP standards will increase	ELA-38.6 below standard 18/19 Met Standard 30.0%	20/21 Met Standard: 45.16%			ELA- 32 below standard
Percentage of Students meeting MATH CAASP standards will increase.	72.8% below standard 18/19 Met Standard: 20%	20/21 Met Standard: 32.26%			66.0% below standard
Easy CBMs	Easy CBMs: 70% demonstrated sufficient growth in reading fluency	2021/2022 Easy CBMs: 71.4% demonstrated sufficient growth in reading fluency or maintained grade			Easy CBMs: 76% will demonstrate sufficient growth in reading fluency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		level/up grade level reading fluency			
ELL Reclassification Rates Increase	0	21/22 1 reclassified			ELPAC: Reclassify student by Year 1.
Williams Reports	There were no Williams reports for 2020-21	No Williams complaints received.			Continue with no Williams Reports complaints
Professional Development Records/CCSS/SEL implementation.	Spring 2020: Jump Math Training, Stem scopes Staff Curriculum Training Webinar Fall 2021.	Staff participated in SEL training through TCDE. 2021/2022.			CCSS professional development within ELA and Mathematics
Parent Surveys-Broad course of study satisfaction, parent participation	2018/2019 Parent survey results: parents indicated strengths were Flournoy provides quality education and student's get individual attention. Areas of improvement: science standard implementation.	Spring 2022 Student/Parent/Staff Survey Results: Strengths- 100% are satisfied with the school, feels the school performs well academically. Areas of improvement- higher-level standards based curriculum and increased opportunities for parent/student decision-making and input.			Parent Survey: improve science curriculum and continue with parent survey results strengths.
Technology Access for students	2020/20201 School Year.	100% of students have access to Chromebooks			100% of students have a Chromebook

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	32/42 students at Flourney have a Chromebook				
i-Ready	i-Ready 2020/2021: 42% of students achieved one year's typical growth in Reading. 29% of students achieved one year's typical growth in math.	i-Ready 2021/2022: 46.9% of students achieved one year's typical growth in Reading. 36.7% of students achieved one year's typical growth in math.			i-Ready: Reading- 48% of students will achieve one year's typical growth. Math- 35% of students will achieve one year's typical growth.
ELL Proficiency Rates Increase	ELPAC: 20/21- 100% ELPAC scores were at Level 3 (moderately developed)	21/22- 50% of students increased score to Level 4 50% had an overall score percentage increase of 11.6% or greater 50% had an overall score percentage increase of 4.8% or greater			100% students at level 4 (Well-developed)

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Instructional Staff	All instructional staff will be highly qualified, appropriately assigned and receive appropriate professional development, support and materials necessary to implement CCSS/NGSS and the full inclusion instructional model.	\$204,543.00	Yes

Action #	Title	Description	Total Funds	Contributing
		A portion of the additional 15% concentration grant funds will be utilized to provide our certificated staff with a stipend in order to encourage retention of this staff.		
1.2	Instructional Materials	All students will be provided sufficient CCSS aligned instructional materials. Science and Social Studies will serve as core subjects and CCSS ELA and Math standards will be integrated into the instruction.	\$8,070.00	No
1.3	Services for Special Needs students	Establish a MOU with the Tehama SELPA to provide a 0.2 FTE of resource specialist. Flournoy intends to continue it's full inclusion model.	\$2,434.00	No
1.4	Parent Engagement/Communication	Parents will be engaged through home-school communication. Parents will be included in teacher professional development when appropriate. Parent Conferences will occur in the fall; school programs will be scheduled in accordance to school calendar. Staff/Parent Meetings Communication methods may include: *Website *Monthly calendar *Weekly student work and grade reports *Catapult Connect Autodialer *Aeries Student Information System	\$4,500.00	No
1.5	Academic and Social Enrichment Opportunities	All Flournoy students will have access to academic and social enrichment opportunities both within and outside the school day. Opportunities to include:	\$250.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> *College Options activities *Field trips *Small Schools Consortium activities (Art Celebration, Science Fair, 8th Grade Career Day) 		
1.6	Technology	<p>Instructional staff will integrate technology into daily lessons, assessments and student projects. Internet access to be provided through a MOU to TCDE; desktop support to be included.</p> <ul style="list-style-type: none"> *Software purchases may include: *Assessment software *Read Live *Typing program *Formative Loop *i-Ready *Mystery Science *Reflex Math *Technology devices will be upgraded and/or replaced as need and budget allow. 	\$18,632.00	No
1.7	Academic Interventions	<p>Flournoy students needing academic interventions will receive intervention support for both ELA and Math. Interventions to be provided through:</p> <ul style="list-style-type: none"> *Individualized Skills Practice *Full inclusion certificated instruction and Resource Teacher time *After school tutoring as necessary *SERRF 	\$1,500.00	Yes
1.8	Highly Qualified Paraprofessionals	Paraprofessionals will be highly qualified, and receive appropriate professional development, support and supplemental materials	\$103,421.00	Yes

Action #	Title	Description	Total Funds	Contributing
		necessary to implement CCSS/NGSS and the full inclusion instructional model. A portion of our 15% additional concentration funds will be utilized to provide a stipend to our paraprofessionals as we seek to retain their services.		
1.9	Curriculum Adoptions	Over the next 3 years, we will be adopting curriculum in the following areas. (22/23)-Social Studies. (23/24)-English Language Arts. (24/25)- Mathematics.	\$16,911.00	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.

No substantive differences in planned 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.

Action 1.8 utilizing additional 15% concentration funds this cost increased as we offered incentives in order to retain certain staff.
Action 1.10 utilizing additional 15% concentration funds this cost increased as we offered incentives in order to retain certain staff.

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

All actions supported the goal as evidenced by the increase in students meeting ELA and Math standards. We also had 1 student reclassified.

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.

Action 1.9. Using ELOP funds, we are going to adopt new curriculum as indicated.

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	Flournoy School will provide a safe, welcoming school environment and culture.

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
Chronic absenteeism rates will decrease	Chronic Absenteeism for 2018-19: 2.6%				Reduce/maintain 2.6% chronic absenteeism.
Attendance Rates will increase	P1 Attendance for 2020-21: 39.94% 0 SARB referrals	Annual Attendance for 2021-2022: 88.96% 0 SARB referrals			Maintain 95% attendance rate. 0 SARB reports
Suspension Rates	2020-2021 School year 2 suspensions	0 suspensions			0 Suspensions
Expulsion Rates	2020-2021: 0 expulsions	0 expulsions			0 expulsions
Middle school dropout rates	2020-2021: 0% Middle School dropout rate	0 dropout rate			0% Middle School Dropout Rates

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Safety Training/School Safety Drills	2020-2021: 100% participation in staff safety training; 100% compliance with safety drills	100% participation in staff safety training; 100% compliance with safety drills			100% participation in staff safety training; 100% compliance with safety drills,
Stakeholder Survey regarding school environment	2018-2019 Survey Results: High Parent satisfaction for student safety and school environment.	Spring 2021/2022 Staff, Student, and Parent Survey Results: 100% are satisfied with the school and high satisfaction for student safety and school environment			Continue with strong parent satisfaction for student safety and school environment
Bullying reports	2020-2021: 0 negative social interaction and bullying reports	0 bullying reports			Bullying Reports: continue zero negative social interaction and bullying reports.
FIT reports	January 2020-21 FIT indicates good repair status.	FIT status was good			Continued FIT good repair status

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Maintain Facilities	Maintain facilities in excellent condition; provide custodial and maintenance staff and supplies. Professional development will be provided to ensure compliance and knowledge base is up to date.	\$29,585.00	No
2.2	Maintain Daily Attendance and Discipline	Notify families of excessive absences and discipline concerns. Refer to SARB as appropriate. Implement attendance incentive program. Cover the cost of an attendance program (AERIES).	\$4,342.00	Yes
2.3	Safety	Staff will implement the Flournoy Safety Plan and ensure monthly student safety drills (to include intruder, fire, rattlesnakes). Staff will provide instruction related to appropriate social interactions and bullying prevention. Updates will be posted on the website and in the monthly calendar for parent information.	\$0.00	No
2.4	Staff Training	Staff will participate in mandated training annually (using Keenan Safe Schools).	\$0.00	No
2.5	Healthy Meals	Provide healthy meals to all students.	\$50,914.00	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.

No substantive differences.

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.

No material differences.

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

We feel these actions supported the goal as evidenced by 0 suspensions and expulsions. One area where we did not meet our goal, was in attendance. As noted in action 2.2, we are going to focus on incentive program to improve attendance.

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.

Action 2.2- We removed the salary and focused on an incentive program to improve attendance.

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)
81,513	7,042

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
21.46%	8.62%	\$36,937.00	30.08%

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.

Actions 1.1, 1.8: As identified by the staff and through an analysis of academic assessment and classroom work samples, we have identified that our EL, FY, and LI student groups are struggling in the area of meeting academic requirements. To address this need, we will seek highly qualified teachers and staff that have and will expand on the knowledge for working effectively with these students through strategies that help these students access the core curriculum and master essential skill sets. We also know these students need more focused instruction that helps them make meaningful connections as they develop grit, persistence, and the intrinsic motivation required to help them become more self-directed in their learning. To address this need we will center our professional development of certificated and classified staff on teaching strategies that are trauma-informed, memorable, passion-building, and help students make meaningful connections.

Action 1.7: : As identified by the staff and through an analysis of academic assessment, grades, and classroom observations, we have identified that our EL, FY, and LI students are struggling in the area of meeting academic requirements. To address this need, we will utilized academic assessments to help us identify the key skills these students are missing that are creating the learning gap between them and their peers. These assessments will be used to track the progress these students are making so that adjustments can be made and guide the intervention supports enhanced by our paraprofessionals and Tier II strategies/grouping within the classroom.

Action 2.2: As identified by the staff and through an analysis of attendance records, we have identified that our EL, FY, and LI students often have poor attendance that negatively impacts their ability to make positive connections with their peers and the school culture. The poor attendance of these students further compounds their learning difficulties as they are not consistently receiving core instruction that builds on previous learning or receiving intervention services in a regular manner. To address this need, we have identified staff to monitor the attendance of students and engage with their families in proactively understanding the barriers and their perceptions that are impacting their children's inconsistent attendance. We are also implementing communication strategies that convey meaningful information to our families that help them value the practices of our district and help them build a positive connection with the school culture and climate that builds within them a stronger value and importance for their child's participation at school.

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

A review of our FY, EL, and LI students has been first and foremost taken into consideration as we have drafted the increased/improved actions within our LCAP so as to insure these students make more progress than their peers that subsequently will close the achievement gap between the groups. While many of these actions will benefit all students, the benefit to our EL, FY, and LI will be far greater as:

Actions 1.1, 1.8: We implement strategic and well-designed processes for the interviewing and hiring of our staff along with providing them with targeted professional development specifically focused on the needs identified above. This PD will focus on MTSS, SEL, and developing, within staff a clear understanding for the needs of our unduplicated students and how to support them.

Action 1.7: We implement research-based academic assessments in both ELA and MA that not only assess the current areas of strength and weakness of students, but help us design targeted Tier 1 and Tier II interventions that occur within the classroom, by the classroom teacher, and by paraprofessionals. These assessment further help us analyze the needs of our students to better inform our instructional practices and the professional development the district designs throughout the year.

Action 2.2: We implement teaching strategies to build intrinsic motivation and value for attending school on behalf of the students and their families. As our families receive help navigating personal and professional struggles by the resources offered through SARB that help bring various community resources together to support families, we believe they will increase their awareness and value for consistent attendance. The added connections between our staff and families will also help build relationships that will support this goal in an effort to proactively impact a more consistent attendance pattern by students. Access to transportation at no charge will also minimize barriers and excuses

families may have that prevent their student from attending school which will lead to more consistent attendance and provide our staff with resources they can rely on in helping parents address personal barriers.

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.

\$7,042 additional concentration funds is not enough to add staff. We will use these funds to provide additional training and offer incentives to our current staff as identified in Actions 1.1 and 1.8.

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		3:49
Staff-to-student ratio of certificated staff providing direct services to students		2:49

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$314,457.00	\$31,909.00		\$98,736.00	\$445,102.00	\$362,000.00	\$83,102.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Highly Qualified Instructional Staff	English Learners Foster Youth Low Income	\$204,543.00				\$204,543.00
1	1.2	Instructional Materials	All	\$1,500.00	\$6,570.00			\$8,070.00
1	1.3	Services for Special Needs students	Students with Disabilities	\$2,434.00				\$2,434.00
1	1.4	Parent Engagement/Communication	All	\$4,500.00				\$4,500.00
1	1.5	Academic and Social Enrichment Opportunities	All	\$250.00				\$250.00
1	1.6	Technology	All	\$4,014.00	\$8,428.00		\$6,190.00	\$18,632.00
1	1.7	Academic Interventions	English Learners Foster Youth Low Income	\$1,500.00				\$1,500.00
1	1.8	Highly Qualified Paraprofessionals	English Learners Foster Youth Low Income	\$61,789.00			\$41,632.00	\$103,421.00
1	1.9	Curriculum Adoptions	All		\$16,911.00			\$16,911.00
2	2.1	Maintain Facilities	All	\$29,585.00				\$29,585.00
2	2.2	Maintain Daily Attendance and Discipline	English Learners Foster Youth Low Income	\$4,342.00				\$4,342.00
2	2.3	Safety	All					\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.4	Staff Training	All					\$0.00
2	2.5	Healthy Meals	All				\$50,914.00	\$50,914.00

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
379,840	81,513	21.46%	8.62%	30.08%	\$272,174.00	0.00%	71.65 %	Total:	\$272,174.00
								LEA-wide Total:	\$67,631.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$204,543.00

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	1.1	Highly Qualified Instructional Staff	Yes	Schoolwide	English Learners Foster Youth Low Income		\$204,543.00	
1	1.7	Academic Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	
1	1.8	Highly Qualified Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$61,789.00	
2	2.2	Maintain Daily Attendance and Discipline	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,342.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$358,688.92	\$383,905.00

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	Highly Qualified Instructional Staff	No	\$152,638.00	183745.
1	1.2	Instructional Materials	No	\$31,839.00	17642.00
1	1.3	Services for Special Needs students	No	\$2,400.00	\$2,400
1	1.4	Parent Engagement/Communication	No	\$4,500.00	
1	1.5	Academic and Social Enrichment Opportunities	No	\$250.00	
1	1.6	Technology	No	\$18,632.00	11498.00
1	1.7	Academic Interventions	Yes	\$1,500.00	\$1,500
1	1.8	Highly Qualified Paraprofessionals	Yes	\$92,924.00	67493.00
1	1.9	Retention and Training for Classified/Support Staff	Yes		16862.00
1	1.10	Retention and Training for Certificated Staff	Yes		6779.00

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)
2	2.1	Maintain Facilities	No	\$20,689.00	33032.00
2	2.2	Maintain Daily Attendance and Discipline	No	0.00	0.00
2	2.3	Safety	No	\$0.00	0.00
2	2.4	Staff Training	No	\$0.00	0.00
2	2.5	Healthy Meals	No	\$33,316.92	42954.00

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)
82,262	\$26,277.00	\$45,325.00	(\$19,048.00)	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	1.7	Academic Interventions	Yes	\$1,500.00			
1	1.8	Highly Qualified Paraprofessionals	Yes	\$24,777.00	38,669.00		
1	1.9	Retention and Training for Classified/Support Staff	Yes	0.00	0		
1	1.10	Retention and Training for Certificated Staff	Yes	\$0	6,656		

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)
428,723	82,262	0	19.19%	\$45,325.00	0.00%	10.57%	\$36,937.00	8.62%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Flournoy Union Elementary School
2022-23 Budget Board Comparison Report

7.4

COMPARISON - Unrestricted Revenues

	<i>Estimated Actuals</i>		<i>Budget</i>	<i>Difference</i>
LCFF Sources	\$ 509,546.00	\$	462,949.00	\$ (46,597.00)
Federal Revenue	\$ -	\$	-	\$ -
Other State Revenue	\$ 7,848.00	\$	8,355.00	\$ 507.00
Other Local Revenue	\$ 48,510.00	\$	76,145.00	\$ 27,635.00
Total Revenues	\$ 565,904.00	\$	547,449.00	\$ (18,455.00)

COMPARISON - Unrestricted Expenditures

Certificated Salaries	\$ 148,388.00	\$	162,573.00	\$ 14,185.00
Classified Salaries	\$ 80,137.00	\$	123,134.00	\$ 42,997.00
Employee Benefits	\$ 87,034.00	\$	112,322.00	\$ 25,288.00
Books & Supplies	\$ 26,106.00	\$	17,354.00	\$ (8,752.00)
Services	\$ 176,908.00	\$	145,725.00	\$ (31,183.00)
Capital Outlay	\$ 100.00	\$	-	\$ (100.00)
Other Outgo/Transfers of Indirect Costs	\$ (1,661.00)	\$	100.00	\$ 1,761.00
Total Expenditures	\$ 517,012.00	\$	561,208.00	\$ 44,196.00
	\$ 48,892.00	\$	(13,759.00)	\$ (62,651.00)
Transfers Out	\$ 26,114.00	\$	17,684.00	\$ (8,430.00)

COMPARISON - Fund Balance, Reserves

Beginning Fund Balance	\$ 645,025.00	\$	656,981.00
Ending Fund Balance	\$ 656,981.00	\$	625,538.00
Net Increase (Decrease) In Fund Balance	\$ 11,956.00	\$	(31,443.00)
Prepaid Expenses		\$	-
Revolving Cash		\$	1,500.00
Reserve for Economic Uncertainties		\$	75,000.00
Other Assignments		\$	549,038.00
Total Reserves		\$	625,538.00

Budget, July 1
General Fund/County School Service Fund
Unrestricted and Restricted
Expenditures by Object

Description Resource Codes Object Codes			2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources	8010-8099		509,546.00	0.00	509,546.00	462,949.00	0.00	462,949.00	-9.1%
2) Federal Revenue	8100-8299		0.00	42,915.00	42,915.00	0.00	55,158.00	55,158.00	28.5%
3) Other State Revenue	8300-8599		7,848.00	76,736.00	84,584.00	8,355.00	148,595.00	156,950.00	85.6%
4) Other Local Revenue	8600-8799		48,510.00	48,129.00	96,639.00	76,145.00	49,085.00	125,230.00	29.6%
5) TOTAL, REVENUES			565,904.00	167,780.00	733,684.00	547,449.00	252,838.00	800,287.00	9.1%
B. EXPENDITURES									
1) Certificated Salaries	1000-1999		148,388.00	11,000.00	159,388.00	162,573.00	0.00	162,573.00	2.0%
2) Classified Salaries	2000-2999		80,137.00	80,190.00	160,327.00	123,134.00	51,549.00	174,683.00	9.0%
3) Employee Benefits	3000-3999		87,034.00	48,471.00	135,505.00	112,322.00	49,145.00	161,467.00	19.2%
4) Books and Supplies	4000-4999		26,106.00	73,996.00	100,102.00	17,354.00	75,634.00	92,988.00	-7.1%
5) Services and Other Operating Expenditures	5000-5999		176,908.00	(24,460.00)	152,448.00	145,725.00	50,100.00	195,825.00	28.5%
6) Capital Outlay	6000-6999		0.00	0.00	0.00	0.00	13,021.00	13,021.00	New
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299 7400-7499		100.00	10,822.00	10,922.00	100.00	13,389.00	13,489.00	23.5%
8) Other Outgo - Transfers of Indirect Costs	7300-7399		(1,661.00)	1,661.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			517,012.00	201,680.00	718,692.00	561,208.00	252,838.00	814,046.00	13.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			48,892.00	(33,900.00)	14,992.00	(13,759.00)	0.00	(13,759.00)	-191.8%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In	8900-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out	7600-7629		26,114.00	0.00	26,114.00	17,684.00	0.00	17,684.00	-32.3%
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		(10,822.00)	10,822.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(36,936.00)	10,822.00	(26,114.00)	(17,684.00)	0.00	(17,684.00)	-32.3%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			11,956.00	(23,078.00)	(11,122.00)	(31,443.00)	0.00	(31,443.00)	182.7%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									

Budget, July 1
General Fund/County School Service Fund
Unrestricted and Restricted
Expenditures by Object

52 71530 0000000
Form 01
D8BMKN9BG1(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
a) As of July 1 - Unaudited		9791	645,025.00	23,078.00	668,103.00	656,981.00	0.00	656,981.00	-1.7%
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)			645,025.00	23,078.00	668,103.00	656,981.00	0.00	656,981.00	-1.7%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			645,025.00	23,078.00	668,103.00	656,981.00	0.00	656,981.00	-1.7%
2) Ending Balance, June 30 (E + F1e)			656,981.00	0.00	656,981.00	625,538.00	0.00	625,538.00	-4.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	1,500.00	0.00	1,500.00	1,500.00	0.00	1,500.00	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	0.00	0.00	0.00	0.00	0.00	0.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	584,481.00	0.00	584,481.00	549,038.00	0.00	549,038.00	-6.1%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	71,000.00	0.00	71,000.00	75,000.00	0.00	75,000.00	5.6%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
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	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				



**Flournoy Union
Elementary School District**
Rachel Davis, Superintendent

PO Box 2260; 15850 Paskenta Rd.
Flournoy, CA 96029
www.flournoysschool.org
530-833-5331; 530-833-5332 fax

**2021
RESOLUTION 20/21-13
FLOURNOY UNION ELEMENTARY SCHOOL DISTRICT**

2022-2023 Education Protection Account

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Fournoy Union Elementary School District.

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Fournoy Union Elementary School District has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 21, 2022.

Board President

Superintendent

Expenditures for 2022-23

For Fund 01, Resource 1400 Education Protection Account

FLOURNOY ELEMENTARY SCHOOL DISTRICT

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR (ESTIMATED AMOUNT)		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	65,578.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		65,578.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	52,949.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	4,608.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		57,557.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		8,021.00

Note to user: Entire EPA amount will be spent on teacher salaries and benefits.

Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies
Released – December 17, 2021

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Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

The California Universal Prekindergarten Planning and Implementation Grant Program – Overview

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports, such as family leave and access to infant and toddler care, universal preschool for all four-year-old children, and enhanced educational experiences across an aligned preschool to third grade system.

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other local and community-based partnerships. It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California Education Code (EC) Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating,

how all 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, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day (EC Section 46120).

In 2021–22, all LEAs must offer all TK through sixth grade (TK–6) classroom-based, unduplicated pupils an ELO-P and provide access to 50 percent of TK–6 enrolled, classroom-based, unduplicated pupils. Commencing in 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at or above 80 percent must offer an ELO-P to all TK–6 classroom-based pupils and provide access to all TK–6 classroom-based pupils upon parent or guardian request. LEAs with an UPP below 80 percent must offer an expanded learning opportunity to all TK–6 classroom-based, unduplicated pupils and provide access to 50 percent of TK–6 enrolled classroom-based, unduplicated pupils. LEAs receiving ELO-P funding must meet all TK–6 requirements, which include, but are not limited to, offering a minimum of a nine-hour day for students TK–6 during the school year, providing pupil access, and offering 30 non-school days of programming, such as during summer and intersession periods.

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for full-day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

Planning Template Purpose

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of EC Section 8281.5.

This template includes recommended and required planning questions. Collectively, the recommended and required questions form a set of core planning questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the June 30, 2022, deadline for LEAs to present their plans to their governing boards.

The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process.

The questions required for submission to the CDE should be answered based on what the LEA plans to implement in the 2022–23 school year. However, the CDE encourages that LEAs, when developing their UPK Plan for consideration by their local governing board, look beyond the first year of implementation and lay the foundation for the full implementation period. The CDE also encourages LEAs to look to their Local Control and Accountability Plans (LCAPs) to identify where their LCAPs already include relevant opportunities for alignment, and to consider the results of the UPK planning and implementation efforts as it pertains to future updates to their LCAPs.

The UPK Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning
 - a. Vision and Coherence
 - b. Community Engagement and Partnerships
 - c. Workforce Recruitment and Professional Learning
 - d. Curriculum, Instruction, and Assessment
 - e. LEA Facilities, Services, and Operations
4. Technical Assistance Questions

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

Accompanying Guidance

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
 - a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
 - b. Funding sources that can be utilized for facilities;
 - c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly-scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

Directions, Timeline, and Suggested Planning Process

LEAs are encouraged to use this template to fulfill the EC Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will

disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA's enrollment attendance boundary.
5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.
6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by June 30, 2022.
9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

Key Considerations

Transitional Kindergarten Implementation Timeline

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (EC 48000[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Plan, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

Table: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion,	Turn five between September 2 and February 2; at district discretion,	Turn five between September 2 and April 2; at district discretion, turn	Turn five between September 2 and June 2; at district discretion, turn	Turn four by September 1

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
	turn five between December 3 and the end of the school year	turn five between February 3 and the end of the school year	five between April 3 and the end of the school year	five between June 3 and the end of the school year	
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

* average class size across the school site

** Subject to future legislative appropriation

Supporting a Preschool through Third Grade Continuum

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative rooted in research that suggests the gaps in children’s opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California’s early learners. UPK implementation presents a critical opportunity to strengthen P–3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA’s plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and afterschool, and facilities. Furthermore, to create a strong UPK system that meets families’ needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA’s UPK Plan.

As a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by March 1, 2022. This engagement process should include parents, early education communities (including CSPP and Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based child care) in order to gather information from impacted communities to inform the development of this plan.

Full-Day, Extended Learning and Care

State law does not require LEAs to operate a TK program that offers full-day early learning to all children the year before kindergarten; however LEAs must articulate how they plan to offer full-day, early learning programming to all students, and how they are partnering or plan to partner with other programs, such as those listed in the statute, to ensure that every child has access to extended learning and care that, combined, equates to a full-day of programming that meets the community’s needs.

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (EC Section 46120). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

Creating Joint or Aligned Plans

LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

**UPK Planning Template
Self-Certification**

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all 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, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Flournoy Union Elementary School District	Rachel Davis Superintendent/Teacher	rdavis@flournoyschool.org	530-833-5331

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)? [select one]

Yes

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan?

Red Bluff Elementary, Evergreen Elementary, Reeds Creek, Kirkwood, Corning Elementary

Projected Enrollment and Needs Assessment Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26. Complete the following tables.

Table: Projected Student Enrollment

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive)4	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	0	1	3	5	5	5
CSPP (if applicable)	0	0	0	0	0	0

Table: Facilities Estimates (Cumulative)

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	N/A	1	1	1	1	1
CSPP Classrooms	0	0	0	0	0	0
Head Start or Other Early Learning and Care Classrooms						

Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	N/A	1	1	1	1	1
TK Teacher's Assistants	N/A	1	1	1	1	1

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP (if applicable)						
Other CSPP Classroom Staff (if applicable)						
Early Education District-level staffing (if applicable)						

3. As part of the ELO-P requirements, EC Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

Table: Projected Number of TK Students Utilizing Extended Learning and Care

2019–20	Current	2022–23	2023–24	2024–25	2025–26
0	0	3	5	5	5

Table: Projected Number of Slots Available for TK Students

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
Head Start						
ASES Program/ELO-P						

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.
There are no required questions in this section.

Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]
TK offered at some sites
2. Does the LEA plan to implement full-day TK, part-day TK, or both? [select one]
Full Day TK
3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.
All elementary sites will provide a TK program.
4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]
No - the LEA has no plans to begin or expand a CSPP contract in future years
5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]
6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?
 - a. 2022–23 (Birthdays February 3 or after) [select one]
No
 - b. 2023–24 (Birthdays April 3 or after) [select one]
No

c. 2024–25 (Birthdays June 3 or after) [select one]
No

Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

Required Questions

CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]

Hosting meet and greets with the early learning and care community

Family or parent surveys

First 5 County Commission meetings

School Site Council

District English Learner Advisory Committee (DELAC)

LCAP educational partners input sessions

Will it be required to have K full day?

2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]

Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)

Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate \$100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the CTC.

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

4. How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress?

Districts will build on their current leadership structures, which include PLC teams and instructional coaches, to build coordinated services that support the implementation and operations of the TK programs.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]

Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential

Establish a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P–3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities

Apply for workforce development funding and competitive grant opportunities from the CDE

Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services

Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential

Edjoin will be utilized to post positions. Connections with local high schools through their CTE Pathways, junior colleges, and Tehama County Job Training Center will be established.

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)? [select all that apply]

Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit

Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree

Apply for workforce development funding and grant opportunities

Provide advising on requirements and how to meet the requirements

Develop or work with an established mentorship program to support new TK teachers

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]

Other [describe, open response]

Partner with CSPP organizations which may include: Child Care Planning Council, Quality Counts Tehama Consortium.

4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]

Desired Results Developmental Profile (DRDP)

LEA-based, grade level benchmarks and a report card

Work Sampling System (WSS)

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

Effective adult-child interactions

Children's literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)

Children's developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

ACEs and trauma- and healing-informed practice
Curriculum selection and implementation
Creating developmentally-informed environments

Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the California Preschool Learning Foundations (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the California Preschool Curriculum Frameworks (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]
English-only instruction with home-language support
2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]
3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]
Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)
Use developmental observations to identify children's emerging skills and support their development through daily interactions
Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills
Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction
4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]
Provide adaptations to instructional materials
Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models
Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]

LEA-based grade level benchmarks and a report card

Other [describe, open response]

DIBELS, Reading inventories

Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs?

Flournoy will continue to advertise to the community that TK is available.

2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]

No

- i. If no, how many more classrooms does the LEA need? [identify number, open response]

1

- ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

Flournoy has applied for funding to build an additional classroom to accommodate TK.

3. Does the space meet the kindergarten standards described in California Code of Regulations, Title 5, Section 14030(h)(2)? [multiple choice]

Yes

- i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]

4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]

Yes

- i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]

Yes

- i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]

6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]

Paved area

Turfed area

Apparatus area

7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]

No transportation will be provided

8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?

No - Flournoy will not offer transportation to an extended learning opportunity because Flournoy will offer extended learning of site.

Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust UPK Plan and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]
2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]
3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]
4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]
5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]
6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]
7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]
8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? [select all that apply]
9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]

Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA's own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (EC Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California's public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.
- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and

expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

Appendix II - Additional Deeper Planning Questions

This section includes optional planning questions for LEAs that are ready to develop more advanced UPK and P–3 plans.

These additional questions are designed to support the LEA’s development of a more comprehensive local UPK Plan. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEA’s should assess their readiness to include any of these deeper planning questions in their initial planning process and reassess their readiness throughout the implementation of their UPK Plan.

Focus Area A: Vision and Coherence

1. If an LEA has a California State Preschool Plan (as part of the LEA’s application for its CSPP contract) what updates would the LEA like to make to the LEA’s program narrative to reflect implementation of TK?
2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA?
3. How will the LEA support sites in providing well-coordinated transitions for all P–3 students as they move through grade levels?
4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)?
5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment?

Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs?
2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy?

Focus Area D: Curriculum, Instruction, and Assessment

8. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks, California Common Core State Standards, and the Curriculum Frameworks.

9. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.)
10. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students?

Focus Area E: LEA Facilities, Services, and Operations

4. Describe what changes the LEA intends to make to the LEA's Facilities Master Plan to ensure it is consistent with P–3 goals of creating seamless transitions for children and families.
5. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments.
6. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade.

For use if increasing fee for Inflation/Reconstruction Studies:

**RESOLUTION NO. _____ (June 21, 2022, Regular Meeting)
A RESOLUTION OF THE GOVERNING BOARD OF THE
FLOURNOY UNION ELEMENTARY SCHOOL DISTRICT
INCREASING SCHOOL FACILITIES FEES AS AUTHORIZED BY
GOVERNMENT CODE SECTION 65995 (b) 3**

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

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

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

WHEREAS, The Flournoy Union Elementary School District shares developer fees with the Corning Union High School District. The High School District collects 40 percent of the Level I Fee and the Flournoy Union Elementary School District collects 60 percent of the Level I Fee.

WHEREAS, the purpose of this Resolution is to approve and adopt fees on residential projects in the amount of \$2.87 (60 percent of \$4.79) per square foot as authorized by Education Code Section 17620; and,

WHEREAS, the purpose of this Resolution is to approve and adopt fees on commercial and industrial development projects in the amount of \$0.47 (60 percent of \$0.78) per square foot as described in Government Code Section 65995(b)(2). The mini-storage category of commercial/industrial justification has less impact than the statutory \$0.78 per square foot commercial/industrial justification and should be collected at the justified rate of \$0.05 per square foot.

NOW, THEREFORE, BE IT HEREBY RESOLVED by the Governing Board of the Flournoy Union Elementary School District as follows:

1. Procedure. This Board hereby finds that prior to the adoption of this Resolution, the Board conducted a public hearing at which oral and written presentations were made, as part of the Board's regularly scheduled _____, 2022, meeting. Notice of the time and place of the meeting, including a general explanation of the matter to be considered, has been published twice in a newspaper in accordance with Government Code Section 66016, and a notice, including a statement that the data required by Government Code Section 66016 was available, was mailed at least 30 days prior to the meeting to any interested party who had filed a written request with the District for mailed notice of the meeting on new fees or service charges within the period specified by law. Additionally, at least 30 days prior to the meeting, the District made available to the public, data indicating the amount of the cost, or estimated cost, required to provide the service for which the fee or service charge is to be adjusted pursuant to this Resolution, and the revenue sources anticipated to provide this service. By way of such public meeting, the Board received oral and written presentations by District staff which are summarized and contained in the District's Developer Fee Implementation Study dated _____, (hereinafter referred to as the "Plan") and which formed the basis for the action taken pursuant to this Resolution.

2. Findings. The Board has reviewed the Plan as it relates to proposed and potential development, the resulting school facilities needs, the cost thereof, and the available sources of revenue including the fees provided by this Resolution, and based thereon and upon all other written and oral presentations to the Board, hereby makes the following findings:
 - A. Additional development projects within the District, whether new residential construction or residential reconstruction involving increases in assessable area greater than 500 square feet, or new commercial or industrial construction will increase the need for reconstruction of school facilities.
 - B. Without reconstruction of present school facilities, any further residential development projects or commercial or industrial development projects within the District will result in a significant decrease in the quality of education presently offered by the District;
 - C. The fees proposed in the Plan and the fees implemented pursuant to this Resolution are for the purposes of providing adequate school facilities to maintain the quality of education offered by the District;
 - D. The fees proposed in the Plan and implemented pursuant to this Resolution will be used for the reconstruction of school facilities as identified in the Plan;
 - E. The uses of the fees proposed in the Plan and implemented pursuant to this Resolution are reasonably related to the types of development projects on which the fees are imposed;
 - F. The fees proposed in the Plan and implemented pursuant to this Resolution bear a reasonable relationship to the need for reconstructed school facilities created by the types of development projects on which the fees are imposed;
 - G. The fees proposed in the Plan and implemented pursuant to this Resolution do not exceed the estimated amount required to provide funding for the reconstruction of school facilities for which the fees are levied; and in making this finding, the Board declares that it has considered the availability of revenue sources anticipated to provide such facilities, including general fund revenues;
 - H. The fees imposed on commercial or industrial development bear a reasonable relationship and are limited to the needs of the community for schools and are reasonably related and limited to the need for reconstructed school facilities caused by the development;
 - I. The fees will be collected for school facilities for which an account has been established and funds appropriated and for which the district has adopted a reconstruction schedule and/or to reimburse the District for expenditures previously made.
3. Fee. Based upon the foregoing findings, the Board hereby increases the previously levied fee to the amount of \$2.87 (60 percent of \$4.79) per square foot for assessable space for new residential construction and for residential reconstruction to the extent of the resulting increase in assessable areas; and to the amount of \$0.47 (60 percent of \$0.78) per square foot for new commercial or industrial construction. The mini-storage category of commercial/industrial justification has less impact than the statutory \$0.78 per square foot commercial/industrial justification and should be collected at the justified rate of \$0.05 per square foot.
4. Fee Adjustments and Limitation. The fees adjusted herewith shall be subject to the following:
 - A. The amount of the District's fees as authorized by Education Code Section 17620 shall be reviewed every two years to determine if a fee increase according to the adjustment for inflation set forth in the statewide cost index for Class B construction as determined by the State Allocation Board is justified.

- B. Any development project for which a final map was approved and construction had commenced on or before September 1, 1986, is subject only to the fee, charge, dedication or other form of requirement in existence on that date and applicable to the project.
- C. The term "development project" as used herein is as defined by Section 65928 of the Government Code.
- 5. Additional Mitigation Methods. The policies set forth in this Resolution are not exclusive and the Board reserves the authority to undertake other or additional methods to finance school facilities including but not limited to the Mello-Roos Community Facilities Act of 1982 (Government Code Section 53311, et seq.) and such other funding mechanisms. This Board reserves the authority to substitute the dedication of land or other property or other form of requirement in lieu of the fees levied by way of this Resolution at its discretion, so long as the reasonable value of land to be dedicated does not exceed the maximum fee amounts contained herein or modified pursuant hereto.
- 6. Implementation. For residential, commercial or industrial projects within the District, the Superintendent, or the Superintendent's designee, is authorized to issue Certificates of Compliance upon the payment of any fee levied under the authority of this Resolution.
- 7. California Environmental Quality Act. The Board hereby finds that the implementation of Developer Fees is exempt from the California Environmental Quality Act (CEQA).
- 8. Commencement Date. The effective date of this Resolution shall be ____ which is 60 days following its adoption by the Board.
- 9. Notification of Local Agencies. The Secretary of the Board is hereby directed to forward copies of this Resolution and a Map of the District to the Planning Commission and Board of Supervisors of Tehama County and to the Planning Commission and City Council of the City of Corning.
- 10. Severability. If any portion of this Resolution is found by a Court of competent jurisdiction to be invalid, such finding shall not affect the validity of the remaining portions of this Resolution. The Board hereby declares its intent to adopt this Resolution irrespective of the fact that one or more of its provisions may be declared invalid subsequent hereto.

APPROVED, PASSED and ADOPTED by the Governing Board of the Flournoy Union Elementary School District this __21__ day of __June____, 2022, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

President, Governing Board
Flournoy Union Elementary School District

ATTEST:

Secretary, Governing Board
Flournoy Union Elementary School District

Level I Developer Fee Study (Draft)
for
Flournoy Union
Elementary School District

March 8, 2022

Rachel Davis, Superintendent

Board of Trustees

Sara Valoroso, President

Tyson Carter, Clerk

Patrick Archer, Member

Cathy Bjornestad-Tobin, Member

Phillip (Mike) Sanderson

Prepared by:

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EXECUTIVE SUMMARY

- Education Code Section 17620 authorizes school districts to levy a fee, charge, dedication or other form of requirement against any development project for the construction or modernization of school facilities, provided the District can show justification for levying of fees.
- In February 2022, the State Allocation Board's biennial inflation adjustment changed the fee to \$4.79 per square foot for residential construction and \$0.78 per square foot for commercial/industrial construction.
- The Flournoy Union Elementary School District shares developer fees with the Corning Union High School District. The High School District collects 40 percent of the Level I Fee and the Flournoy Union Elementary School District collects 60 percent of the Level I Fee.
- The Flournoy Union Elementary School District is justified in collecting \$2.87 (60 percent of \$4.79) per square foot of residential construction and \$0.47 (60 percent of \$0.78) per square foot of commercial/industrial construction, with the exception of mini storage. The mini storage category of construction should be collected at a rate of \$0.05 per square foot.
- In general, it is fiscally more prudent to extend the useful life of an existing facility than to construct new facilities when possible. The cost to modernize facilities is approximately 41.1 percent of the cost to construct new facilities.
- The residential justification is based on the Flournoy Union Elementary School District's projected modernization need of \$526,375 for students generated from residential development over the next 25 years and the projected residential square footage of 85,550.
- Based on the modernization need for students generated from projected residential development and the projected residential square footage, each square foot of residential construction will create a school facilities cost of \$6.15 ($\$526,375 / 85,550$).

- Each square foot of commercial/industrial construction will create a school facilities cost ranging from \$0.05 to \$4.57 per square foot of new commercial/industrial construction.
- For both residential and commercial/industrial development, the fees authorized by Government Code section 65995 are justified.

INTRODUCTION

In September, 1986, the Governor signed into law Assembly Bill 2926 (Chapter 887/Statutes 1986) which granted school district governing boards the authority to impose developer fees. This authority is codified in Education Code Section 17620 which states in part "...the governing board of any school district is authorized to levy a fee, charge, dedication or other form of requirement against any development project for the construction or modernization of school facilities."

The Level I fee that can be levied is adjusted every two years according to the inflation rate, as listed by the state-wide index for Class B construction set by the State Allocation Board. In January of 1992, the State Allocation Board increased the Level I fee to \$1.65 per square foot for residential construction and \$0.27 per square foot for commercial and industrial construction.

Senate Bill 1287 (Chapter 1354/Statutes of 1992) effective January 1, 1993, affected the facility mitigation requirements a school district could impose on developers. Senate Bill 1287 allowed school districts to levy an additional \$1.00 per square foot of residential construction (Government Code Section 65995.3). The authority to levy the additional \$1.00 was rescinded by the failure of Proposition 170 on the November 1993 ballot.

In January 1994, the State Allocation Board's biennial inflation adjustment changed the fee to \$1.72 per square foot for residential construction and \$0.28 per square foot for commercial/industrial construction.

In January 1996, the State Allocation Board's biennial inflation adjustment changed the fee to \$1.84 per square foot for residential construction and \$0.30 per square foot for commercial/industrial construction.

In January 1998, the State Allocation Board's biennial inflation adjustment changed the fee to \$1.93 per square foot for residential construction and \$0.31 per square foot for commercial/industrial construction.

In January 2000, the State Allocation Board's biennial inflation adjustment changed the fee to \$2.05 per square foot for residential construction and \$0.33 per square foot for commercial/industrial construction.

In January 2002, the State Allocation Board's biennial inflation adjustment changed the fee to \$2.14 per square foot for residential construction and \$0.36 per square foot for commercial/industrial construction.

In January 2004, the State Allocation Board's biennial inflation adjustment changed the fee to \$2.24 per square foot for residential construction and \$0.41 per square foot for commercial/industrial construction.

In January 2006, the State Allocation Board's biennial inflation adjustment changed the fee to \$2.63 per square foot for residential construction and \$0.42 per square foot for commercial/industrial construction.

In January 2008, the State Allocation Board's biennial inflation adjustment changed the fee to \$2.97 per square foot for residential construction and \$0.47 per square foot for commercial/industrial construction.

In January 2010, the State Allocation Board's biennial inflation adjustment maintained the fee at \$2.97 per square foot for residential construction and \$0.47 per square foot for commercial/industrial construction.

In January 2012, the State Allocation Board's biennial inflation adjustment changed the fee to \$3.20 per square foot for residential construction and \$0.51 per square foot for commercial/industrial construction.

In January 2014, the State Allocation Board's biennial inflation adjustment changed the fee to \$3.36 per square foot for residential construction and \$0.54 per square foot for commercial/industrial construction.

In February 2016, the State Allocation Board's biennial inflation adjustment changed the fee to \$3.48 per square foot for residential construction and \$0.56 per square foot for commercial/industrial construction.

In January 2018, the State Allocation Board's biennial inflation adjustment changed the fee to \$3.79 per square foot for residential construction and \$0.61 per square foot for commercial/industrial construction.

In January 2020, the State Allocation Board's biennial inflation adjustment changed the fee to \$4.08 per square foot for residential construction and \$0.66 per square foot for commercial/industrial construction.

In February 2022, the State Allocation Board's biennial inflation adjustment changed the fee to \$4.79 per square foot for residential construction and \$0.78 per square foot for commercial/industrial construction.

The next adjustment to the fee will occur at the January 2024 State Allocation Board meeting.

In order to levy a fee, a district must make a finding that the fee to be paid bears a reasonable relationship and be limited to the needs of the community for elementary or high school facilities and be reasonably related to the need for schools caused by the development. Fees are different from taxes and do not require a vote of the electorate. Fees may be used only for specific purposes and there must be a reasonable relationship between the levying of fees and the impact created by development.

In accordance with the recent decision in the Cresta Bella LP v. Poway Unified School District, 218 Cal. App.4th 438(2013) court case, school districts are now required to demonstrate that reconstruction projects will generate an increase in the student population thereby creating an impact on the school district's facilities. School districts must establish a reasonable relationship between an increase in student facilities needs and the reconstruction project in order to levy developer fees.

Purpose of Study

This study will demonstrate the relationship between residential, commercial and industrial growth and the need for the modernization of school facilities in the Flournoy Union Elementary School District.

SECTION I: DEVELOPER FEE JUSTIFICATION

Developer fee law requires that before fees can be levied a district must find that justification exists for the fee. Government Code Section 66001 (g) states that a fee shall not include the costs attributable to existing deficiencies in public facilities, but may include the costs attributable to the increased demand for public facilities reasonably related to the development project in order to refurbish existing facilities to maintain the existing level of service or achieve an adopted level of service that is consistent with a general plan. This section of the study will show that justification does exist for levying developer fees in the Flournoy Union Elementary School District.

Facilities Capacity

The District's capacity is adequate to house the District's current student population. Facility needs exist regardless of the availability of capacity to house student enrollments, inclusive of student enrollment generated from new development. New students generated from future development will create a burden on existing school facilities. Capital improvements, including upgrades or the replacement of existing facilities with new facilities for their continued long-term use, are necessary to adequately house future enrollment growth at all school levels.

The District's current total student capacity will diminish over time if the District does not modernize its facilities. Without modernization of aging buildings, some facilities will become unavailable, which will decrease the District's total student capacity. New development in the District necessitates that modernization occur in order to continue to have available school housing for newly generated students. As part of these modernization efforts, the District plans to modernize existing schools and to replace some of its existing schools with new buildings on the same site as the existing schools become old, inadequate, and pose health and safety challenges.

Modernization and Reconstruction

Extending the useful life of a school is a cost effective and prudent way to house students generated from future development. The state of California recognizes the

need to extend the life of existing schools and provides modernization funding through the State School Facility Program. For the purpose of this report, modernization and reconstruction are used interchangeably since many of the improvements are common to both programs. Developer fees may not be used for regular maintenance, routine repair of school buildings and facilities or deferred maintenance. The District plans to xx with developer fees. In addition, due to the recent universal transitional kindergarten requirement, if additional transitional kindergarten classrooms are required in the future, developer fees may assist with funding those classrooms. Projects will be funded as developer fee revenue is generated. The authorization to justify modernization and reconstruction of school facilities and extend the useful life of existing schools is contained in Education Code Section 17620 and Government Code Section 66001 (g). School districts are permitted to modernize or replace existing or build new school facilities with developer fees as justified by this Study.

Modernization Need

As new students are generated by new development, the need to increase the useful life of school facilities will be necessary. In order to calculate the District's estimated modernization need generated by students from new development, it is necessary to determine the following factors: the number of units included in proposed developments, the District student yield factor, and the per pupil cost to modernize facilities.

Potential Development

The Flournoy Union Elementary School District is located within the Tehama County planning jurisdiction. The Planning Department was contacted regarding projected development. According to the Tehama County Planning development is expected to continue at about the same rate as the previous five years. According to developer fee records, an average of two new or expanded residential units were constructed per year for the previous five years. An estimated 50 (2 x 25) new or expanded residential units may be constructed within District boundaries in the next 25 years.

The School Facility Program allows districts to apply for modernization funding for classrooms over 25 (permanent) or 20 years (portable), meaning that school facilities are presumed to be eligible for, and therefore need, modernization after that time period. It is therefore generally presumed that school facilities have a useful life span of 25 years before modernization is needed in order to maintain the same level of service as previously existed. The same would be true for modernization of buildings 25 years after their initial modernization. In some cases, these older buildings may need to be closed entirely for the health and safety of students, teachers, staff and other occupants. Aging infrastructure and building problems can profoundly impact a school's ability to safely remain in service and to continue delivering the instructional program to students at existing levels of service. Therefore, the District's modernization needs are considered over a 25 year period, and a 25 year projection has been included in the Study when considering the homes that will generate students for the facilities in question. Future development will generate additional students for the District to house. Developer fees generated from future development may be used to modernize or construct facilities to house students from planned future development.

School facilities have a limited usable lifespan, and school districts must consider the lifespan for each facility when planning and determining student housing needs in the future. Residential units will be built at different times over the coming years, and it is difficult to predict when construction on these projects will be complete. Additionally, the homes in these developments may be immediately occupied with families with school-aged children, or they may not be occupied by school-aged children for another five, ten or fifteen years as young people who move in begin starting to have families. Thus, the District must be prepared to house students from new developments for the next several decades.

Student Generation Rate

In determining the impact of new development, the District is required to show how many students will be generated from the new development. In order to ensure that new development is paying only for the impact of those students that are being generated by new homes and businesses, the student generation rate is applied to the number of new housing units to determine development-related impacts. The student

generation rate identifies the number of students per housing unit and provides a link between new residential construction projects and projected enrollment.

To identify the number of students anticipated to be generated by new residential development, a student yield factor of .5 has been utilized for the Flourney Union Elementary School District. The yield factor is based on State wide student yield averages calculated by the Office of Public School Construction.

Construction Cost

The construction cost per TK-8 pupil is \$51,228. Construction costs are based on information provided by California Department of Education and research completed by Jack Schreder & Associates. Appendix A includes the cost per student calculations. Table 1 shows the weighted average to construct facilities per TK-8 pupil.

Table 1:
Construction Costs

Grade Level	Construction Costs
TK-6	\$49,425
7-8	\$58,440

Weighted Average	
$\$49,425 \times 8 = \$395,400$	
$\$58,440 \times 2 = \underline{\$116,880}$	
Total	\$512,280

$$\text{Average} = \$512,280 / 10 = \$51,228$$

Source: California Department of Education, Jack Schreder & Associates.

Modernization Cost

The cost to modernize facilities is 41.1 percent of new construction costs. The percentage is based on the comparison of the State per pupil modernization grant

(including 3% for Americans with Disabilities and Fire, Life Safety improvements) and the State per pupil new construction grant. For example, the State provides \$14,623 per TK-6 pupil to construct new facilities and \$5,568 to modernize facilities, which is 38.1 percent ($\$5,568 / \$14,623$) of the new construction grant amount. In addition, the State provides a minimum of three percent for ADA/FLS improvements which are required by the Department of State Architect's (DSA) office. Based on the per pupil grant amounts and the ADA/FLS costs, the estimated cost to modernize facilities is 41.1 percent of the cost to construct facilities. The School Facility Program per pupil grant amounts are included in Appendix B.

The construction cost per TK-8 pupil is \$51,228 and is outlined in Table 1. Therefore, the per pupil cost to modernize facilities per TK-8 pupil is \$21,055 ($\$51,228 \times .411$).

25 year Modernization Need

Based on the student generation rate and the projected number of residential units, 25 TK-8 students are projected from proposed new development. The calculation is included in Table 2.

Table 2:
Projected Students from Proposed Development

Projected Units	Student Generation Rate	Projected Students
50	.5	25

Source: Flournoy Union Elementary School District, Tehama County Planning Department, Jack Schreder & Associates.

The District's estimated modernization need generated by students from new residential development is \$526,375. The calculation is included in Table 3.

Table 3:
25 year Modernization Need

Per Pupil Modernization Cost	\$21,055
Students Generated	<u>x 25</u>
Modernization Need	\$526,375

Source: Flournoy Union Elementary School District, Office of Public School Construction, Jack Schreder & Associates, Tehama County Planning Department.

Residential Development and Fee Projections

To show a reasonable relationship exists between the construction of new housing units and the need for modernized school facilities, it will be shown that residential construction will create a school facility cost impact on the Flournoy Union Elementary School District by students generated from new development.

The Flournoy Union Elementary School District is located within the Tehama County Planning Jurisdiction. The Planning Department was contacted regarding projected development. According to the Tehama County Planning Department, development is expected to continue at about the same rate as the previous five years. According to developer fee records, an average of two new or expanded residential units were constructed per year for the previous five years. According to developer fee records, units average an estimated 1,711 square feet. Based on this information, an estimated 50 (2 x 25) residential units, totaling 85,550 (50 x 1,711) square feet, may be constructed within District boundaries in the next 25 years.

Table 4:
Summary of Projected Residential Square Footage

Projected Units	Average Square Footage	Total Square Footage
50	1,711	85,550

Source: Flournoy Union Elementary School District, Jack Schreder & Associates, Tehama County.

Based on the District's modernization need of \$526,375 generated by students from residential construction and the total projected residential square footage of 85,550, residential construction will create a facilities cost of \$6.15 per square foot. The calculation is included in Table 5. However, the Level I statutory fee is \$4.79 per square foot and the District has a fee sharing arrangement with the Corning Union High School District. The High School district collects 40 percent of the fee and the Flournoy Union Elementary School District collects 60 percent of the fee. Therefore, the District is justified to collect \$2.87 (60 percent of \$4.79) per square foot of residential construction.

Table 5:
Facilities Cost per SF from Proposed Residential Construction

Modernization Need	Total Square Footage	Facilities Cost
\$526,375	/85,550	= \$6.15

Source: Flournoy Union Elementary School District, Jack Schreder & Associates, Office of Public School Construction.

Extent of Mitigation of School Facility Costs Provided by Level I Residential Fees

Based on development projections, an estimated 85,550 residential square feet may be constructed in the next 25 years. Based on the statutory Level I fee of \$2.87 (60 percent of \$4.79) per square foot, the District is projected to collect \$245,529 (\$2.87 x 85,550) in residential developer fees. The \$245,529 in total residential Level I fee revenue will cover only 47 percent of the \$526,375 in total school facility modernization costs attributable to new residential development over the next 25 years.

Commercial / Industrial Development and Fee Projections

In order to levy developer fees on commercial and industrial development, a district must conduct a study to determine the impact of the increased number of employees anticipated to result from commercial and industrial development upon the cost of providing school facilities within the district. For the purposes of making this

determination, the [developer fee justification] study shall utilize employee generation estimates that are calculated on either an individual project or categorical basis. Those employee generation estimates shall be based upon commercial and industrial factors within the district or upon, in whole or part, the applicable employee generation estimates as set forth in the January 1990 edition of "San Diego Traffic Generators," a report of the San Diego Association of Governments. (Education Code Section 17621). The initial study that was completed in January of 1990 (updated annually) identifies the number of employees generated for every 1,000 square feet of floor area for several development categories. These generation factors are shown in Table 6.

Table 6 indicates the number of employees generated for every 1,000 square feet of new commercial and industrial development and the number of District households generated for every employee in 12 categories of commercial and industrial development. The number of District households is calculated by adjusting the number of employees for the percentage of employees that live in the District and are heads of households. School facility costs for development projects not included on the list may be estimated by using the closest employee per 1,000 square feet ratio available for the proposed development.

In addition, an adjustment in the formula is necessary so that students moving into new residential units that have paid residential fees are not counted in the commercial/industrial fee calculation. Forty percent of all employees in the District live in existing housing units. The forty percent adjustment eliminates double counting the impact. This adjustment is shown in the worksheets in Appendix C and in Table 6.

These adjustment factors are based on surveys of commercial and industrial employees in school districts similar to the District. When these figures are compared to the cost to house students, it can be shown that each square foot of commercial and industrial development creates a cost impact greater than the maximum fee, with the exception of mini storage. The data in Table 7 is based on the per student costs shown in Table 1. These figures are multiplied by the student yield factor to determine the number of students generated per square foot of commercial and industrial development. To determine the school facilities square foot impact of commercial and industrial development shown in Table 7, the students per square foot are multiplied by the cost of providing school facilities.

Table 6:
Commercial and Industrial Generation Factors

Type of Development	*Employees per 1,000 sf	**Dist HH Per Emp.	% Emp in Exist HH	Adj.%Emp Dist HH/Emp
Medical Offices	4.27	.2	.4	.08
Corporate Offices	2.68	.2	.4	.08
Commercial Offices	4.78	.2	.4	.08
Lodging	1.55	.3	.4	.12
Scientific R&D	3.04	.2	.4	.08
Industrial Parks	1.68	.2	.4	.08
Industrial/Business Parks	2.21	.2	.4	.08
Neighborhood Shopping Centers	3.62	.3	.4	.12
Community Shopping Centers	1.09	.3	.4	.12
Banks	2.82	.3	.4	.12
Mini-Storage	.06	.2	.4	.08
Agriculture	.31	.5	.4	.20

* Source: San Diego Association of Governments.

** Source: Jack Schreder and Associates, Original Research.

Table 7:
Commercial and Industrial Facilities Cost Impact

Type of Development	Cost Impact Per Sq. Ft.
Medical Offices	\$3.60
Corporate Offices	\$2.26
Commercial Offices	\$4.03
Lodging	\$1.96
Scientific R&D	\$2.56
Industrial/Business Parks	\$1.41
Industrial/Com Park	\$1.86
Commercial Shopping Centers	\$4.57
Community Shopping Centers	\$1.38
Banks	\$3.56
Mini-Storage	\$0.05
Agriculture	\$0.65

*Sources: San Diego Association of Governments and Jack Schreder and Associates, Original Research.

Table 7 shows that all types of commercial and industrial development will create a square foot cost justifying a commercial/industrial fee. Thus, a reasonable relationship between commercial and industrial development and the impact on the District is shown. Based on this relationship, the levying of commercial and industrial developer fees is justified in the District.

Extent of Mitigation of School Facility Costs Provided by Level I Commercial/Industrial Fees

Each square foot of commercial and industrial development creates a school facility cost ranging from \$0.05 to \$4.57 per square foot. The cost per square foot of commercial/industrial construction exceeds the District's share of the Level I commercial fee of \$0.47 (60 percent of \$0.78) in all categories of construction, with the exception of mini storage. Mini storage should be collected at \$0.05 per square foot of construction. Therefore, the District is justified to collect \$0.47 (60 percent of \$0.78) per square foot of commercial/industrial construction.

Summary

The cost impact on the District imposed by new students to be generated from new or expanded residential, commercial, and industrial development is greater than the maximum allowable fees. Each square foot of residential development creates a school facility cost of \$6.15 per square foot. Each square foot of commercial and industrial development creates a school facility cost ranging from \$0.05 to \$4.57 per square foot. The cost to provide additional school facilities exceeds the amount of residential and commercial/industrial fees to be generated directly and indirectly by residential construction. However, the District currently has a Level I Fee Sharing Agreement with the Corning Union High School District. The High School District collects 40 percent of the Level I fee and the Elementary School District collect 60 percent of the fee. Therefore, the Flournoy Union Elementary School District is justified to collect \$2.87 (60 percent of \$4.79) per square foot of residential construction and \$0.47 (60 percent of \$0.78) per square foot of commercial/industrial construction, with the exception of mini storage. The mini storage category of construction should be collected at the rate of \$0.05 per square foot.

SECTION II: BACKGROUND OF DEVELOPER FEE LEGISLATION

Initially, the allowable developer fee was limited by Government Code Section 65995 to \$1.50 per square foot of covered or enclosed space for residential development and \$0.25 per square foot of covered or enclosed space of commercial or industrial development. The Level I fee that can be levied is adjusted every two years, according to the inflation rate as listed by the state-wide index for Class B construction set by the State Allocation Board. In February of 2022, the State Allocation Board changed the Level I fee to \$4.79 per square foot of residential construction and \$0.78 per square foot of commercial and industrial construction.

The fees collected are to be used by the school district for the construction or modernization of school facilities and may be used by the district to pay bonds, notes, loans, leases or other installment agreements for temporary as well as permanent facilities.

Assembly Bill 3228 (Chapter 1602/Statutes of 1990) added Government Code Section 66016 requiring districts adopting or increasing any fee to first hold a public hearing as part of a regularly scheduled meeting and publish notice of this meeting twice, with the first notice published at least ten days prior to the meeting.

Assembly Bill 3980 (Chapter 418/Statutes of 1988) added Government Code Section 66006 to require segregation of school facilities fees into a separate capital facilities account or fund and specifies that those fees and the interest earned on those fees can only be expended for the purposes for which they were collected.

Senate Bill 519 (Chapter 1346/Statutes of 1987) added Section 17625 to the Education Code. It provides that a school district can charge a fee on manufactured or mobile homes only in compliance with all of the following:

1. The fee, charge, dedication, or other form of requirement is applied to the initial location, installation, or occupancy of the manufactured home or mobile home within the school district.

2. The manufactured home or mobile home is to be located, installed, or occupied on a space or site on which no other manufactured home or mobile home was previously located, installed, or occupied.
3. The manufactured home or mobile home is to be located, installed, or occupied on a space in a mobile home park, on which the construction of the pad or foundation system commenced after September 1, 1986.

Senate Bill 1151 (Chapter 1037/Statutes of 1987) concerns agricultural buildings and adds Section 17622 to the Education Code. It provides that no school fee may be imposed and collected on a greenhouse or other space covered or enclosed for agricultural purposes unless the school district has made findings supported by substantial evidence as follows:

1. The amount of the fees bears a reasonable relationship and is limited to the needs for school facilities created by the greenhouse or other space covered or enclosed for agricultural purposes.
2. The amount of the fee does not exceed the estimated reasonable costs of the school facilities necessitated by the structures as to which the fees are to be collected.
3. In determining the amount of the fees, the school district shall consider the relationship between the proposed increase in the number of employees, if any, the size and specific use of the structure, as well as the cost of construction.

In order to levy developer fees, a study is required to assess the impact of new growth and the ability of the local school district to accommodate that growth. The need for new school construction and modernization must be determined along with the costs involved. The sources of revenue need to be evaluated to determine if the district can fund the new construction and modernization. Finally, a relationship between needs and funding raised by the fee must be quantified.

Assembly Bill 181 (Chapter 1109/Statutes of 1989) which became effective October 2, 1989, was enacted to clarify several areas of developer fee law. Assembly Bill 181 provisions include the following:

1. Exempts residential remodels of less than 500 square feet from fees.
2. Prohibits the use of developer fee revenue for routine maintenance and repair, most asbestos work, and deferred maintenance.
3. Allows the fees to be used to pay for the cost of performing developer fee justification studies.
4. States that fees are to be collected at the time of occupancy, unless the district can justify earlier collection. The fees can be collected at the time the building permit is issued if the district has established a developer fee account and funds have been appropriated for which the district has adopted a proposed construction schedule or plan prior to the issuance of the certificate of occupancy.
5. Clarifies that the establishment or increase of fees is not subject to the California Environmental Quality Act.
6. Clarifies that the impact of commercial and industrial development may be analyzed by categories of development as well as an individual project-by-project basis. An appeal process for individual projects would be required if analysis was done by categories.
7. Changes the frequency of the annual inflation adjustment on the Level I fee to every two years.
8. Exempts from fees - development used exclusively for religious purposes, private schools, and government-owned development.
9. Expands the definition of senior housing, which is limited to the commercial/industrial fee and requires the conversion from senior

housing to be approved by the city/county after notification of the school district.

10. Extends the commercial/industrial fee to mobile home parks limited to older persons.

SECTION III: REQUIREMENTS OF AB 1600

Assembly Bill 1600 (Chapter 927/Statutes of 1987) adds Section 66000 through 66003 to the Government Code:

Section 66000 defines various terms used in AB 1600:

"Fee" is defined as monetary exaction (except a tax or a special assessment) which is charged by a local agency to the applicant in connection with the approval of a development project for the purpose of defraying all or a portion of the costs of public facilities related to the development project.

"Development project" is defined broadly to mean any project undertaken for purposes of development. This would include residential, commercial, or industrial projects.

"Public facilities" is defined to include public improvements, public services, and community amenities.

Section 66001 (a) sets forth the requirements for establishing, increasing or imposing fees. Local agencies are required to do the following:

1. Identify the purpose of the fee.
2. Identify the use to which the fee is to be put.
3. Determine how there is a reasonable relationship between the fee's use and the type of development project on which the fee is imposed.

4. Determine how there is a reasonable relationship between the need for the public facility and the type of development project on which the fee is imposed.

Section 66001 (c) requires that any fee subject to AB 1600 be deposited in an account established pursuant to Government Code Section 66006. Section 66006 requires that development fees be deposited in a capital facilities account or fund. To avoid any commingling of the fees with other revenues and funds of the local agency, the fees can only be expended for the purpose for which they were collected. Any income earned on the fees should be deposited in the account and expended only for the purposes for which the fee was collected.

Section 66001 (d) as amended by Senate Bill 1693 (Monteith/Statutes of 1996, Chapter 569), requires that for the fifth year following the first deposit into a developer fee fund, and for every five years thereafter, a school district must make certain findings as to such funds. These findings are required regardless of whether the funds are committed or uncommitted. Formerly only remaining unexpended or uncommitted fees were subject to the mandatory findings and potential refund process. Under this section as amended, relating to unexpended fee revenue, two specific findings must be made as a part of the public information required to be formulated and made available to the public. These findings are:

1. Identification of all sources and amounts of funding anticipated to provide adequate revenue to complete any incomplete improvements identified pursuant to the requirements of Section 66001 (a)(2).
2. A designation of the approximate date upon which the anticipated funding will be received by the school district to complete the identified but as yet, incomplete improvements.

If the two findings are not made, a school district must refund the developer fee revenue on account in the manner provided in Section 66001 (e).

Section 66001 (e) provides that the local agency shall refund to the current record owners of the development project or projects on a prorated basis the unexpended or

uncommitted portion of the fees and any accrued interest for which the local agency is unable to make the findings required by Section 66001 (d) that it still needs the fees.

Section 66002 provides that any local agency which levies a development fee subject to Section 66001 may adopt a capital improvement plan which shall be updated annually and which shall indicate the approximate location, size, time of availability and estimates of cost for all facilities or improvements to be financed by the fees.

Assembly Bill 1600 and the Justification for Levying Developer Fees

Effective January 1, 1989, Assembly Bill 1600 requires that any school district which establishes, increases or imposes a fee as a condition of approval of development shall make specific findings as follows:

1. A cost nexus must be established. A cost nexus means that the amount of the fee cannot exceed the cost of providing adequate school facilities for students generated by development. Essentially, it prohibits a school district from charging a fee greater than their cost to construct or modernize facilities for use by students generated by development.
2. A benefit nexus must be established. A benefit nexus is established if the fee is used to construct or modernize school facilities benefiting students to be generated from development projects.
3. A burden nexus must be established. A burden nexus is established if a project, by the generation of students, creates a need for additional facilities or a need to modernize existing facilities.

SECTION IV: REVENUE SOURCES FOR FUNDING FACILITIES

Two general sources exist for funding facility construction and modernization - state sources and local sources. The District has considered the following available sources:

State Sources

State School Facility Program

Senate Bill 50 reformed the State School Building Lease-Purchase Program in August of 1998. The new program, entitled the School Facility Program, provides funding under a "grant" program once a school district establishes eligibility. Funding required from districts will be a 50/50 match for construction projects and 60/40 (District/State) match for modernization projects. Districts may levy the current statutory developer fee as long as a district can justify collecting that fee. If a district desires to collect more than the statutory fee (Level 2 or Level 3), that district must meet certain requirements outlined in the law, as well as conduct a needs assessment to enable a higher fee to be calculated.

Local Sources

Mello-Roos Community Facilities Act

The Mello-Roos Community Facilities Act of 1982 allows school districts to establish a community facilities district in order to impose a special tax to raise funds to finance the construction of school facilities.

1. The voter approved tax levy requires a two-thirds vote by the voters of the proposed Mello-Roos district.
4. If a Mello-Roos district is established in an area in which fewer than twelve registered voters reside, the property owners may elect to establish a Mello-Roos district.

General Obligation Bonds

General Obligation (GO) bonds may be issued by any school district for the purposes of purchasing real property or constructing or purchasing buildings or equipment "of a permanent nature." Because GO bonds are secured by an ad valorem tax levied on all taxable property in the district, their issuance is subject to two-thirds voter approval or 55% majority vote under Proposition 39 in an election. School districts are obligated, in the event of delinquent payments on the part of the property owners, to raise the amount of tax levied against the non-delinquent properties to a level sufficient to pay the principal and interest coming due on the bonds.

The District does not have available bond funds for facility improvements.

Developer Fees

The District's developer fees are dedicated to the current needs related directly to modernization and replacement of school facilities.

School District General Funds

The District's general funds are needed by the District to provide for the operation of its instructional program.

Expenditure of Lottery Funds

Government Code Section 8880.5 states: "It is the intent of this chapter that all funds allocated from the California State Lottery Education Fund shall be used exclusively for the education of pupils and students and no funds shall be spent for acquisition of real property, construction of facilities, financing research, or any other non-instructional purpose."

SECTION V: ESTABLISHING THE COST, BENEFIT AND BURDEN NEXUS

In accordance with Government Code Section 66001, the District has established a cost nexus and identified the purpose of the fee, established a benefit nexus, and a burden nexus:

Establishment of a Cost Nexus & Identify Purpose of the Fee

The Flournoy Union Elementary School District chooses to replace and/or modernize facilities for the additional students created by development in the district and the cost to replace and/or modernize facilities exceeds the amount of developer fees to be collected.

Based on development projections, an estimated 85,550 residential square feet may be constructed in the next 25 years. Based on the statutory Level I fee of \$2.87 (60 percent of \$4.79) per square foot, the District is projected to collect \$245,529 ($\$2.87 \times 85,550$) in residential developer fees. The \$245,529 in total residential Level I fee revenue will cover only 47 percent of the \$526,375 in total school facility modernization costs attributable to new residential development over the next 25 years. Each square foot of commercial and industrial development creates a school facility cost ranging from \$0.05 to \$4.57 per square foot. The cost per square foot of commercial/industrial construction exceeds the District's share of the Level I commercial fee of \$0.47 (60 percent of \$0.78) in all categories of construction, with the exception of mini storage. Mini storage should be collected at \$0.05 per square foot of construction. It is clear that when educational facilities are provided for students generated by new residential, commercial and industrial development that the cost of replacing and/or modernizing facilities exceeds developer fee generation, thereby establishing a cost nexus.

Establishment of a Benefit Nexus

Students generated by new residential, commercial and industrial development will be attending District schools. Housing District students in replaced and/or modernized facilities will directly benefit those students from the new development projects upon which the fee is imposed, therefore, a benefit nexus is established.

Establishment of a Burden Nexus

Future residential and commercial/industrial development will cause new families to move into the District and, consequently, will generate additional students in the District. While facilities are currently designed to meet the projected student enrollment, the existing facilities will need to remain in sufficient condition to maintain existing levels of service for the newly generated students. Future residential and commercial/industrial development, therefore, creates a need for the reconstruction and/or modernization of existing school facilities. The fee's use for school facility reconstruction and/or modernization efforts is, therefore, reasonably related to the future residential and commercial/industrial development upon which it is imposed.

The need for reconstructing and/or modernizing facilities will be, in part, satisfied by the levying of developer fees on new residential and commercial/industrial developments, therefore, a burden nexus is established.

SECTION VI: FACILITY FUNDING ALTERNATIVES

The District does not currently have funds to provide for the shortfall in modernization costs. We suggest the District continue to consider and pursue all State funding sources for the modernization of facilities.

STATEMENT TO IDENTIFY PURPOSE OF FEE

It is a requirement of AB 1600 that the District identify the purpose of the fee. The purpose of fees being levied shall be used for the replacement and/or modernization of school facilities. The District will provide for the replacement and/or modernization of school facilities, in part, with developer fees. As referenced in xxxxxxxx, the District plans to xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx with developer fees. In addition, due to the recent universal transitional kindergarten requirement, if additional transitional kindergarten classrooms are required in the future, developer fees may assist with funding those classrooms. Projects will be funded as developer fee revenue is generated.

ESTABLISHMENT OF A SPECIAL ACCOUNT

Pursuant to Government Code section 66006, the District has established a special account in which fees for capital facilities are deposited. The fees collected in this account will be expended only for the purpose for which they were collected. Any interest income earned on the fees that are deposited in such an account must remain with the principal. The school district must make specific information available to the public within 180 days of the end of each fiscal year pertaining to each developer fee fund. The information required to be made available to the public by Section 66006 (b) (1) was amended by SB 1693 and includes specific information on fees expended and refunds made during the year.

RECOMMENDATION

Based on the fee justification provided in this report, it is recommended that the Flourney Union Elementary School District levy residential development fees and commercial/industrial fees up to the statutory fee for which justification has been determined.

SOURCES

- California Basic Educational Data System. California State Department of Education. October Enrollments, 2017-2020.
- California Department of Education, Dataquest.
- Collard, Gary. Lead Housing Analyst for Southern California. California State Department of Housing and Community Development.
- Davis, Rachel. Superintendent, Flournoy Union Elementary School District.
- Local Control Accountability Plan. Flournoy Union Elementary School District. 2021-2022.
- Office of Public School Construction. Leroy F. Greene School Facilities Act, 1998.
- San Diego Association of Governments. Traffic Generators, January 1990.
- Schreder, Jack and Associates. Original research.
- Timboe, Scott. Planning Director, Tehama County.

APPENDIX A
CONSTRUCTION COSTS

Elementary School Facility Construction Costs - Permanent Construction		
I. Allowable Building Area		
	A. Total Student Capacity	
	B. Building Area	
	600 students @ 71sf/student	42,600
	Speech/Resource Specialist	600
	Total	43,200
II. Site Requirements		
	A. Purchase Price of Property (10 Acres)	
	Cost per Acre	\$0
	B. Appraisals	\$0
	C. Costs Incurred in Escrow	\$0
	D. Surveys	\$0
	E. Other Costs, Geo. and Soils Reports	\$0
	Total-Acquisition of Site	\$0
III. Plans		
	A. Architect's Fee for Plans	\$2,173,690
	B. DSA Plans Check Fee	\$169,065
	C. School Planning, Plans Check Fee	\$9,243
	D. Preliminary Tests	\$8,362
	E. Other Costs, Energy Cons. & Advertising	\$62,226
		\$2,422,586
IV. Construction Requirements		
	A. Utility Services	\$595,164
	B. Off-site Development	\$892,744
	C. Site Development, Service	\$1,428,389
	D. Site Development, General	\$952,259
	E. New Construction	\$19,472,832
	F. Unconventional Energy Source	\$810,726
	Total Construction	\$24,152,114
	Total Items II, III and IV	\$26,574,700
	Contingency 10%	\$2,657,470
	Construction Tests	\$181,141
	Inspection	\$241,521
	TOTAL ESTIMATED PROJECT COSTS	\$29,654,832
	ESTIMATED COST PER STUDENT	\$49,425
<i>*Source: California Department of Education, Jack Schreder & Associates.</i>		

Middle School Facility Construction Costs - Permanent Construction		
I. Allowable Building Area		
A. Total Student Capacity		
B. Building Area		
1000 students @ 85sf/student		85,000
Speech/Resource Specialist		1,360
Total		86,360
II. Site Requirements		
A. Purchase Price of Property (20 Acres)		
Cost per Acre		\$0
B. Appraisals		\$0
C. Costs Incurred in Escrow		\$0
D. Surveys		\$0
E. Other Costs, Geo. and Soils Reports		\$0
Total-Acquisition of Site		\$0
III. Plans		
A. Architect's Fee for Plans		\$4,287,237
B. OSA Plans Check Fee		\$333,452
C. School Planning, Plans Check Fee		\$10,611
D. Preliminary Tests		\$11,789
E. Other Costs, Energy Cons. & Advertising		\$90,784
		\$4,733,873
IV. Construction Requirements		
A. Utility Services		\$873,189
B. Off-site Development		\$982,715
C. Site Development, Service		\$2,714,467
D. Site Development, General		\$1,936,195
E. New Construction		\$39,742,872
F. Unconventional Energy Source		\$1,386,533
Total Construction		\$47,635,971
Total Items II, III and IV		\$52,369,844
Contingency		\$5,236,984
Construction Tests		\$357,270
Inspection		\$476,360
TOTAL ESTIMATED PROJECT COSTS		\$58,440,458
ESTIMATED COST PER STUDENT		\$58,440
*Source: California Department of Education, Jack Schreder & Associates.		

APPENDIX B

PER PUPIL GRANT AMOUNTS

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, February 23, 2022

Grant Amount Adjustments

New Construction	SFP Regulation Section	Adjusted Grant Per Pupil Effective 1-1-21	Adjusted Grant Per Pupil Effective 1-1-22
Elementary	1859.71	\$12,628	\$14,623
Middle	1859.71	\$13,356	\$15,466
High	1859.71	\$16,994	\$19,679
Special Day Class – Severe	1859.71.1	\$35,484	\$41,090
Special Day Class – Non-Severe	1859.71.1	\$23,731	\$27,480
Automatic Fire Detection/Alarm System – Elementary	1859.71.2	\$15	\$17
Automatic Fire Detection/Alarm System – Middle	1859.71.2	\$20	\$23
Automatic Fire Detection/Alarm System – High	1859.71.2	\$34	\$39
Automatic Fire Detection/Alarm System – Special Day Class – Severe	1859.71.2	\$63	\$73
Automatic Fire Detection/Alarm System – Special Day Class – Non-Severe	1859.71.2	\$45	\$52
Automatic Sprinkler System – Elementary	1859.71.2	\$212	\$245
Automatic Sprinkler System – Middle	1859.71.2	\$252	\$292
Automatic Sprinkler System – High	1859.71.2	\$262	\$303
Automatic Sprinkler System – Special Day Class – Severe	1859.71.2	\$668	\$774
Automatic Sprinkler System – Special Day Class – Non-Severe	1859.71.2	\$448	\$519

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, February 23, 2022

Grant Amount Adjustments

Modernization	SFP Regulation Section	Adjusted Grant Per Pupil Effective 1-1-21	Adjusted Grant Per Pupil Effective 1-1-22
Elementary	1859.78	\$4,808	\$5,568
Middle	1859.78	\$5,085	\$5,888
High	1859.78	\$6,658	\$7,710
Special Day Class - Severe	1859.78.3	\$15,325	\$17,746
Special Day Class - Non- Severe	1859.78.3	\$10,253	\$11,873
State Special School - Severe	1859.78	\$25,543	\$29,579
Automatic Fire Detection/Alarm System - Elementary	1859.78.4	\$156	\$181
Automatic Fire Detection/Alarm System - Middle	1859.78.4	\$156	\$181
Automatic Fire Detection/Alarm System - High	1859.78.4	\$156	\$181
Automatic Fire Detection/Alarm System - Special Day Class - Severe	1859.78.4	\$430	\$498
Automatic Fire Detection/Alarm System - Special Day Class - Non- Severe	1859.78.4	\$288	\$334
Over 50 Years Old - Elementary	1859.78.6	\$6,680	\$7,735
Over 50 Years Old - Middle	1859.78.6	\$7,065	\$8,181
Over 50 Years Old - High	1859.78.6	\$9,248	\$10,709
Over 50 Years Old - Special Day Class - Severe	1859.78.6	\$21,291	\$24,655
Over 50 Years Old - Special Day Class - Non-Severe	1859.78.6	\$14,237	\$16,486
Over 50 Years Old - State Special Day School - Severe	1859.78.6	\$35,483	\$41,089

APPENDIX C

**COMMERCIAL/INDUSTRIAL
CALCULATIONS**

Flournoy Elementary School District						
Commercial/Industrial Calculations						
	EMP/	DIST.HH/	HH/SF	% EMP IN	ADJUSTED	ADJ %
	1000 SQ.FT	EMP		EXIST HH	HH/SF	DIST HH/EMP
MEDICAL	4.27	0.2	0.000854	0.4	0.0003416	0.08
CORP. OFFICE	2.68	0.2	0.000536	0.4	0.0002144	0.08
COM. OFFICE	4.78	0.2	0.000956	0.4	0.0003824	0.08
LODGING	1.55	0.3	0.000465	0.4	0.0001860	0.12
R&D	3.04	0.2	0.000608	0.4	0.0002432	0.08
IN. PARK	1.68	0.2	0.000336	0.4	0.0001344	0.08
IN/COM PARK	2.21	0.2	0.000442	0.4	0.0001768	0.08
NBHD COMM SC	3.62	0.3	0.001086	0.4	0.0004344	0.12
COMMUNITY SC	1.09	0.3	0.000327	0.4	0.0001308	0.12
BANKS	2.82	0.3	0.000846	0.4	0.0003384	0.12
MINI-STORAGE	0.06	0.2	0.000012	0.4	0.0000048	0.08
AGRICULTURE	0.31	0.5	0.000155	0.4	0.0000620	0.20
STUDENT GENERATION RATE			COST PER STUDENT			
K-8	0.5000		K-8	\$21,055		
STUDENTS PER SQUARE FOOT						
(YIELD FACTORS X ADJ HH/SQ. FT IN COLUMN F)						
	K-8					
MEDICAL	0.000171					
CORP. OFFICE	0.000107					
COM. OFFICE	0.000191					
LODGING	0.000093					
R&D	0.000122					
IN. PARK	0.000067					
IN/COM PARK	0.000088					
COM. SC.	0.000217					
COMMUNITY SC	0.000065					
BANKS	0.000169					
MINI STORAGE	0.000002					
AGRICULTURE	0.000031					
COSTS PER SQUARE FOOT						
(STUDENTS/ SQ. FOOT X STUDENT COST/SQ. FOOT IN EACH CATEGORY)						
	K-8					
MEDICAL	\$3.60					
CORP. OFFICE	\$2.26					
COM. OFFICE	\$4.03					
LODGING	\$1.96					
R&D	\$2.56					
IN. PARK	\$1.41					
IN/COM PARK	\$1.86					
COM. SC.	\$4.57					
COMMUNITY SC	\$1.38					
BANKS	\$3.56					
MINI STORAGE	\$0.05					
AGRICULTURE	\$0.65					



Jack Schreder & Associates, Inc.
School Facilities

2230 K Street
Sacramento, CA
95816-4923

(916) 441-0986
FAX 441-3048
www.jschreder.com

April 5, 2022

Rachel Davis, Superintendent
Flournoy Union Elementary
P.O. Box 2260
Flournoy, CA 96029

Re: Proposal for Consulting Services

Dear Rachel:

For the past forty years, Jack Schreder & Associates has worked with districts throughout California to obtain construction and modernization funds, complete facilities plans, prepare student generation studies, and implement local funding programs which include mitigation and bond measures.

We have been very active in the California Preschool, Transitional Kindergarten and Full-Day Kindergarten Program implementation process, and have an excellent understanding of the program application requirements. Because of our experience and expertise in the application process we are able to interpret the impact of the new regulations on District eligibility calculations.

The enclosed proposal provides assistance securing State Allocation Board approvals for eligible facilities funding. These services would be provided as needed by the District at the rate of \$185.00 per hour. If acceptable, please return one signed Agreement to our office.

We would welcome the opportunity to utilize our experience to assist the District in meeting its facilities planning needs. Please call if you have any questions or need additional information.

Sincerely,

Jack Schreder

Enclosure

PROPOSAL/AGREEMENT
for
CALIFORNIA PRESCHOOL, TRANSITIONAL, KINDERGARTEN AND
FULL DAY KINDERGARTEN FACILITIES GRANT PROGRAM
CONSULTING SERVICES
for the
FLOURNOY UNION ELEMENTARY SCHOOL DISTRICT

Prepared by:

Jack Schreder & Associates, Inc.
2230 K Street
Sacramento, California 95816
(916) 441-0986

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CALIFORNIA PRESCHOOL, TRANSITIONAL, KINDERGARTEN AND FULL DAY KINDERGARTEN FACILITIES GRANT PROGRAM

PROGRAM BACKGROUND

The Full-Day Kindergarten Facilities Grant Program has been expanded to include California Preschool, Transitional Kindergarten and Full-Day Kindergarten (CPTKFDKFGP). School districts that lack the facilities to provide preschool, transitional kindergarten, and/or full-day kindergarten instruction can locate funding opportunities under this service. School districts can apply for this service to construct new classrooms or retrofit existing school facilities for the purpose of providing transitional kindergarten or full-day kindergarten instruction. Additionally, both school districts and county offices of education can apply for this service to construct new classrooms or retrofit existing school facilities for the purpose of providing California preschool instruction.

Jack Schreder & Associates, Inc. will provide the Flournoy Union Elementary School District with assistance in applying for school facility funding through the CPTKFDKFGP.

Our services include the following:

California Preschool, Transitional, Kindergarten and Full Day Kindergarten Facilities Grant Program

1. Prepare required CPTKFDKFGP resolution for adoption by the School Board prior to submitting the application to the Office of Public School Construction (OPSC).
2. Review District facility and enrollment information to determine FDKGP new construction and modernization eligibility.
3. Determine priority point eligibility based on free and reduced lunch percentage and financial hardship eligibility.
4. If the District does not have Division of State Architect (DSA) and California Department of Education (CDE) approved plans, work with District staff, to prepare and submit the CPTKFDKFGP grant application to OPSC to request upfront design and/or site acquisition (if applicable) funding.
5. If the District receives upfront design funds, prepare timelines to assist the District in obtaining CDE and DSA approval within one year of upfront design fund release. Work closely with District architect to ensure timelines are met.
6. If plans have been DSA and CDE approved, work with the District staff,

- project managers, and architect to prepare and submit the CPTKFDKFGP grant application to OPSC to request construction funds.
7. Assist with fund release process and respond to OPSC correspondence on behalf of the District.
 8. Assist District with preparation of Program Expenditure Reporting requirements and preparation of expenditure reports forms and progress report.

CONSULTING FEES

The District shall pay the Consultant at the rate of \$185 per hour for services outlined in this Agreement.

The Consultant will provide services as needed and requested by the District. Services will be documented and invoiced on a monthly basis.

The scope of the work necessary to complete the services listed in this Agreement is dependent on the availability and quality of the District's enrollment and facilities information and Subject to SB 50 regulations.

ADDITIONAL CONSIDERATIONS

1. The Consultant shall be reimbursed as follows:
2. Necessary visitations to the District by the Consultant will be reimbursed on an actual and necessary basis. Reimbursed visitations shall have prior approval from the District.
3. Reproduction of documents shall be the responsibility of the District. If the District chooses, the Consultant will provide duplicating services on an actual cost basis.
4. Express mail expenses will be documented and reimbursed to the Consultant.
5. Application filing fees and other state required fees are the responsibility of the District.

**This Agreement is between Flournoy Union Elementary School District
and
Jack Schreder & Associates, Inc.**



Rachel Davis
Superintendent
Flournoy Union Elementary SD



Jack S. Schreder
Jack Schreder & Associates, Inc.

4/8/22

Date

April 8, 2022

Date

PROFESSIONAL QUALIFICATIONS

Dr. Jack S. Schreder President

As a Government Relations and School Facilities Consultant for the past thirty years, Dr. Schreder has used his expertise to assist school districts with their facility and financial concerns. Dr. Schreder's knowledge of educational facilities and finance has been augmented by his experience working within various California school districts. As a former president of the Associates of California School Administrators (ACSA Region 1), former lobbyist for ACSA, San Diego City Schools, and several private entities, he has developed the skills necessary to develop a process which results in meaningful solutions to resolving impact issues.

Dr. Schreder is a graduate of Stanford University (Ph.D. - Education and Business), San Francisco State University (M.A. - School Administration) and Michigan State University (B.A. Economics).

Kristen G. Schreder President, School Facilities Division

Kristen Schreder is a specialist on issues relating to State Allocation Board regulations and the Office of Public School Construction policies. She represents over eighty school districts on matters related to the LeRoy Greene School Facility Program. She is an experienced lobbyist in both Louisiana and California.

Ms. Schreder is an honors graduate of Chico State University (Social Science, 1978) and is a graduate of the National Center for Paralegal Training, Atlanta, Georgia, 1982.

Elona Cunningham Senior Associate

Ms. Cunningham received her BS in Business Administration with a Minor in Spanish from Menlo College and her English/Spanish Bilingual Multiple Subject Teaching Credential from the University of San Francisco. Her work experience includes five years as a bilingual elementary school teacher in California. Before joining Jack Schreder and Associates in 1997, Ms.

Cunningham worked at the corporate offices of J. Crew in New York and the Gap in San Francisco.

Ms. Cunningham has over 14 years of experience in the school facility arena. Her experience includes all areas of school facility planning while specializing in securing facilities funding for school districts throughout the State of California. In order to maximize State funding, district's needs are evaluated and all available facility funding options are considered to maximize funding. Over the course of 14 years she has secured facilities funding for over 100 school districts totaling in excess of \$1 billion in facility funding. In order to secure facility funding, regular interaction with relevant State agencies is critical. Through regular communication and a presence in Sacramento, Ms. Cunningham has developed strong relationships with the Department of the State Architect, California Department of Education, and the Office of Public School Construction.

In addition, Ms. Cunningham prepares Level I Developer Fee Justification Studies and Level II School Facility Needs Assessments to assist with the impact of additional students generated from development projects.

Tamara Caspar
Associate

Ms. Caspar joined our firm in 1998. Ms. Caspar is responsible for tracking and assisting districts with determining new construction and modernization eligibility. Ms. Caspar serves as a liaison between school districts, architects, and State agencies to secure funding for eligible projects in a timely manner.

CLIENT LIST

Jack Schreder & Associates, Inc. has worked with the following districts:

FACILITY FUNDING/ CLASS SIZE REDUCTION

ABC	Eastern Sierra Unified
Alhambra City Elementary	Empire Union
Alpaugh Unified	Enterprise Elementary
Antioch Unified	Escondido Union Elementary
Archoe Union Elementary	Etna Union High
Apple Valley Unified	Fairfax Elementary
Aromas-San Juan Unified	Fillmore
Banta Elementary	Firebaugh-Las Deltas Unified
Bayshore Elementary	Forestville Union Elementary
Bear Valley Unified	Fort Bragg Unified
Bellevue Union	Galt High
Benicia Unified	Gateway Unified
Berkeley Unified	Gonzales Union High
Biggs Unified	Grant Elementary
Big Lagoon	Grass Valley Elementary
Big Pine Unified	Greenfield Union Elementary
Bishop	Hamilton Union High
Brawley Union Elementary	Hart-Ransom Union
Brawley Union High	Holtville Unified
Buckeye Elementary	Hughson Union High
Burbank Unified	Igo-Ono-Platina Union Elementary
Butte Valley Unified	Imperial Unified
Cabrillo Unified	Janesville Union
Calistoga Joint Unified	John Swett Unified
Canyon Elementary	Johnstonville Elementary
Caruthers Union Elementary	Kenwood Elementary
Central Union High	Keppel Union
Ceres Unified	Kerman Unified
Chatom Union Elementary	Kings Canyon Joint Unified
Cloverdale Unified	King City Joint Union High
Coarsegold Union	King City Union Elementary
Colusa Unified	Lassen High
Corcoran Joint Unified	Laytonville Unified
Corning Union Elementary	Le Grand Elementary
Delano Union Elementary	Lewiston Elementary
Dos Palos Joint Union Elementary	Liberty Elementary
	Linden Unified
	Live Oak Unified
	Lone Pine Unified

Los Banos Unified
Los Molinos Unified
Mammoth Unified
Manzanita Elementary
Marysville Joint Unified
McSwain Union Elementary
Merced City Elementary
Middletown Unified
Mt. Diablo Unified
Monson-Sultana Joint Union Elem
Moreno Valley Unified
Morgan Hill Unified
Mother Lode Union Elementary
Napa Valley Unified
National
Newark Unified
North County Joint Union
Elementary
Oak Grove Union Elementary
Oakdale Joint Union High
Oakdale Union Elementary
Oakland Unified
Orange Unified
Orcutt Union Elementary
Orick Elementary
Orland Joint Union Elementary
Orland Joint Union High
Palo Alto Unified
Patterson Joint Unified
Pierce Joint Unified
Planada Elementary
Pleasant Ridge Union Elementary
Plumas Unified
Poway Unified
Ready Springs Union
Red Bluff Union Elementary
Reef-Sunset Unified
Red Bluff Union High
Redding Elementary
Rescue Union Elementary
Richmond Elementary
Rincon Valley Union Elementary
River Delta Unified
Riverbank Unified

Roseland Elementary
Roseville Joint Union High
Ross Valley Elementary
Saddleback Valley Unified
San Benito High
San Bruno Park Elementary
San Gabriel Unified
San Lorenzo Unified
Santa Paula Elementary
Santa Rosa Elementary
Santa Rosa High
Scotts Valley Unified
Selma Unified
Sequoia High
Shaffer Union
Shasta Union Elementary
Shasta Union High
Shoreline Unified
Sierra-Plumas Joint Unified
Sonora Union High
Soquel Union Elementary
Southern Kern Unified
Surprise Valley Joint Unified
Susanville
Sylvan Union Elementary
Tahoe Truckee Unified
Tulelake Basin Joint Unified
Tustin Unified
Ukiah Unified
Victor Elementary
Vista Unified
Washington Unified
Waterford Elementary
Weaver Union
Weed Union Elementary
West Side Union Elementary
Western Placer Unified
Williams Unified
Willits Unified
Winters Joint Unified
Winton Elementary
Woodland Joint Unified
Wright Elementary
Yucaipa-Calimesa Joint Unified

DEVELOPER FEE STUDIES/YIELD
STUDIES

Alameda City Unified
Allensworth Elementary
Alexander Valley Union Elementary
Alpaugh Unified
Alta-Dutch Flat Union Elementary
Alview – Dairyland Union Elem.
Alvina Elementary
Analy Union High
Anderson Union High
Anderson Valley Unified
Antelope Valley Union High
Apple Valley Unified
Arcadia Unified
Arcohe Union Elementary
Arena Union Elementary
Armona Union Elementary
Aromas-San Juan Unified
Atascadero Unified
Atwater Elementary
Bangor Union Elementary
Banta Elementary
Bass Elementary
Bear Valley Unified
Bella Vista Elementary
Bellevue Elementary
Bellevue Union Elementary
Bellflower Unified
Belmont-Redwood Shores
Elementary
Benicia Unified
Bennett Valley Union Elementary
Beverly Hills Unified
Big Lagoon Union Elementary
Big Oak Flat-Groveland Unified
Big Pine Unified
Big Springs Union Elementary
Biggs Unified
PALERMO UNION ELEMENTARY
Bishop Union Elementary
Bishop Joint Union High
Black Butte Union Elementary

Black Oak Mine Unified
Blue Lake Union Elementary
Bogus Elementary
Bonny Doon Union Elementary
Bradley Union
Brawley Union Elementary
Brawley Union High
Briggs Elementary
Brittan Elementary
Browns Elementary
Buckeye Elementary
Buellton Union Elementary
Burbank Unified
Butte Valley Unified
Burlingame Elementary
Butteville Union Elementary
Cabrillo Unified
Cajon Valley Union Elementary
Calexico Unified
Calipatria Unified
Calistoga Joint Unified
Cambrian Elementary
Camino Union Elementary
Camptonville Elementary
Canyon Union Elementary
Capay Joint Unified
Caruthers Unified
Caruthers Union Elementary
Caruthers Union High
Cascade Union Elementary
Castle Rock Union Elementary
Castro Valley Unified
Central Union Elementary
Central Union High
Ceres Unified
Charter Oak Unified
Chicago Park Elementary
Chinese Camp Elementary
Chowchilla Union High
Chualar Union Elementary
Cinnabar Elementary
Clay Joint Elementary
Clear Creek Elementary
Cloverdale Unified

Coffee Creek Elementary	Fort Bragg Unified
Cold Spring Elementary	Fort Ross Elementary
Columbia Elementary	Fort Sage Unified
Columbia Union	Fortuna Union Elementary
Colusa Unified	Franklin Elementary
Corcoran Joint Unified	French Gulch-Whiskeytown Elem
Cotati-Rohnert Park Unified	Galt Joint Union High
Cottonwood Union Elementary	Gateway Unified
Culver City Unified	Gazelle Union Elementary
Curtis Creek Elementary	Gold Oak Union
Covina Valley Unified	Gold Trail Union
Delano Joint Union High	Golden Hills
Delano Union Elementary	Golden Feather Union
Delphic Elementary	Gonzales Union High
Delta Island Union Elementary	Gorman Elementary
Delta View Joint Union Elementary	Gorman Unified
Denair Unified	Grant Elementary
Dinuba Unified	Grant Joint Union High
Dos Palos Oro- Loma Joint Union	Grass Valley Elementary
Dublin Unified	Gravenstein Union Elementary
Ducor Union Elementary	Grossmont Union High
Dunsmuir Elementary	Guadalupe Union Elementary
Dunsmuir Joint Union High	Gustine Unified
Durham Unified	Grenada Elementary
East Nicolaus Joint Union High	Guerneville Elementary
El Centro Elementary	Hamilton Union Elementary
El Dorado Union High	Hamilton Union High
Emery Unified	Hanford Elementary
Enterprise Elementary	Hanford Joint Union High
Esparto Unified	Happy Valley Union Elementary
Etna Union High	Harmony Union Elementary
Eureka City Elementary	Hart-Ransom Union Elementary
Exeter Union Elementary	Hayward Unified
Exeter Union High	Healdsburg Unified
Fallbrook Union Elementary	Hilmar Unified
Fall River Joint Unified	Holtville Unified
Feather Falls Union	Hornbrook Elementary
Ferndale Unified	Howell Mountain Elementary
Fillmore Unified	Hughes Elizabeth Lakes Union Elem
Firebaugh-Las Deltas Unified	Hughson Unified
Flournoy Union Elementary	Hughson Union High
Fontana Unified	Igo, Ono, Platina Union Elementary
Forestville Union Elementary	Imperial Unified
Forks of Salmon Elementary	Indian Diggings Elementary

Indian Springs Elementary	Liberty Elementary (Sonoma)
Irvine Unified	Liberty Union High
Island Union Elementary	Linden Unified
Jamestown Elementary	Lindsay Unified
Janesville Union Elementary	Little Shasta Elementary
John Swett Unified	Live Oak Unified
Johnstonville Elementary	Los Alamos Elementary
Julian Union High	Los Banos Unified
Junction Elementary (Shasta)	Los Gatos- Saratoga Jt Union High
Junction Elementary (Siskiyou)	Los Molinos Unified
Kenwood Elementary	Los Olivos Elementary
Keppel Union Elementary	Lucia Mar Unified
Kerman Unified	Lynwood Unified
Keyes Union Elementary	Magnolia Union Elementary
King City Joint Union High	Mammoth Unified
Kings Canyon Joint Unified	Manhattan Beach Unified
Kings River Union Elementary	Marcum-Illinois Union
Kings River-Hardwick Union Elem	Mariposa County Unified
Kingsburg High	Mark West Union
Kingsburg Joint Union Elementary	Martinez Unified
Kirkwood Elementary	Marysville Joint Unified
Kit Carson Union	Maxwell Unified
Klamath River Union Elementary	McCabe Union Elementary
Knightsen Elementary	McCloud Union Elementary
La Honda Pescadero Unified	McSwain Union Elementary
Lafayette Elementary	Mendocino Unified
Laguna Salida Union Elementary	Meadows Union Elementary
Lagunitas Elementary	Mendota Unified
Lakeport Unified	Menlo Park City Elementary
Lakeside Union Elementary	Meridian Elementary
Lake Tahoe Unified	Millbrae Elementary
Lammersville Elementary	Millville Elementary
Larkspur Elementary	Milpitas Unified
Las Lomitas Elementary	Mojave Unified
Lassen Union High	Monroe Elementary
Laton Joint Unified	Monson-Sultana Joint Union Elem
Latrobe	Montague Elementary
Lawndale Elementary	Montebello Elementary
Le Grand Union Elementary	Montecito Union Elementary
Le Grand Union High	Monte Rio Union Elementary
Lemoore Union Elementary	Moreland Elementary
Lemoore Union High	Morgan Hill Unified
Lewiston Elementary	Morongo Unified
Liberty Elementary (Petaluma)	Mother Lode Union Elementary

Mountain Union Elementary
Mt. Diablo Unified
Mt. Shasta Union
Mulberry Elementary
Mupu Elementary
Napa Valley Unified
Novato Unified
Needles Unified
Nevada City
Nevada Joint Union High
Newark Unified
New Jerusalem Elementary
Nicasio Elementary
North County Joint Union
North Cow Creek Elementary
Novato Unified
Oak Grove Union Elementary
Oak Run Elementary
Oakdale Joint Union High
Oakdale Unified
Oakdale Union Elementary
Oakland Unified
Oak View Union Elementary
Ojai Unified
Old Adobe Union Elementary
Orchard
Orcutt Union Elementary
Orinda Union Elementary
Orland Joint Unified
Orland Joint Union Elementary
Orland Joint Union High
Oroville City Elementary
Oroville Union High
Pacheco Union Elementary
Pacific Grove Unified
Pacific Union Elementary
Palermo Union
Palmdale Elementary
Palo Alto Unified
Patterson Unified
Pierce Joint Unified
Piner-Olivet Union Elementary
Pioneer Union Elementary
Pittsburg Unified

Placerville Union Elementary
Plainsburg Union Elementary
Planada Elementary
Pleasant Ridge Union Elementary
Pleasant View Elementary
Plumas Unified
Point Arena Joint Union High
Pollock Pines Elementary
Portola Valley Elementary
Quartz Valley Elementary
Raisin City Elementary
Ravendale Elementary
Ravenswood City Elementary
Ready Springs Union
Red Bluff Union Elementary
Redding Elementary
Redondo Beach Unified
Reed Union Elementary
Reef Sunset Unified
Richfield Elementary
Richgrove Elementary
Richmond Elementary
Rincon Valley Union Elementary
Riverbank Unified
River Delta Unified
Roberts Ferry Union Elementary
Robla Elementary
Rockford Elementary
Roseland Elementary
Ross Valley
Rowland Unified
Sacramento City Unified
Saddleback Valley Unified
San Antonio Union Elementary
San Carlos Elementary
San Bruno Park Elementary
San Juan Union Elementary
San Lorenzo Unified
San Lorenzo Valley Unified
San Lucas Union Elementary
San Mateo-Foster City
San Mateo Union High
San Rafael City Elementary
San Rafael City High

San Ramon Valley Unified
 Santa Clara Unified
 Santa Cruz City Elementary
 Santa Cruz City High
 Santa Maria Joint Union High
 Santa Maria-Bonita
 Santa Paula Elementary
 Saratoga Union Elementary
 Sausalito Elementary
 Sausalito Marin City
 Sawyers Bar Elementary
 Scotts Valley Unified
 Sebastopol Union Elementary
 Seeley Union Elementary
 Seid Unified
 Selma Unified
 Sequoia Union High
 Shaffer Union Elementary
 Shasta Lake Union Elementary
 Shasta Union Elementary
 Shasta Union High
 Sierra-Plumas Joint Unified
 Siskiyou Union High
 Snowline Joint Unified
 Soledad Unified
 Somis Union Elementary
 Sonora Elementary
 Sonora Union
 Sonora Union High
 Soquel Union Elementary
 Soulsbyville Elementary
 South Bay Union Elementary
 South Pasadena Unified
 South San Francisco Unified
 Standard Elementary
 Stanislaus Union Elementary
 Strathmore Union Elementary
 Summerville Elementary
 Summerville High
 Sunol Glen Unified
 Surprise Valley Joint Elementary
 Susanville
 Sutter Union High
 Tamalpais Union High

Tehachapi Unified
 Temple City Unified
 Thermalito Union
 Traver Joint Elementary
 Tres Pinos Union Elementary
 Trinity Union High
 Twain Harte-Long Barn Union
 Twin Hills Union Elementary
 Twin Ridges Elementary
 Ukiah Unified
 Union Hill Elementary
 Visalia Unified
 Washington Union Elementary
 Washington Union High
 Weaver Union Elementary
 Weaverville Elementary
 Weed Union Elementary
 West Contra Costa Unified
 West Covina Unified
 West Fresno Elementary
 Western Placer Unified
 Westmorland Union Elementary
 Westwood Unified
 Whisman Elementary
 Whitmore Union Elementary
 Williams Unified
 Willits Unified
 Willow Creek Elementary
 Willow Grove Union Elementary
 Willows Unified
 Wilmar Union Elementary
 Winton Elementary
 Wiseburn Elementary
 Woodland Joint Unified
 Woodside Elementary
 Wright Elementary
 Yreka Union Elementary
 Yreka Union High
 Yuba City Unified

DEMOGRAPHIC/FACILITY PLANS

Alameda Unified
 Banta Elementary

Bellflower Unified
Bellevue Union Elementary
Big Oak Flat-Groveland Unified
Biggs Unified
PALERMO UNION ELEMENTARY
Black Oak Mine Unified
Brawley Elementary
Brawley Union High
Brittan Elementary
Calistoga Joint Unified
Chico Unified
Columbia Elementary
Corning Union Elementary
Delano Union Elementary
Dos Palos Oro-Loma Joint Unified
Dublin Unified
Edison Elementary
Esparto Unified
Firebaugh-Las Deltas Unified
Fort Bragg Unified
Fort Sage Unified
Galt Joint Union High
Gateway Unified
Glenn County Office of Education
Golden Plains Unified
Hamilton Union Elementary
Hamilton Union High
Happy Valley Union Elementary
Hart-Ransom Union Elementary
Hayward Unified
Healdsburg Unified
Imperial Unified
Irvine Unified
Jamestown Elementary
Janesville Union
John Swett Unified
Johnstonville Elementary
Kerman Unified
Kings River Union Elementary
Kingsburg Joint Union High
Lassen High
Le Grand Union High
Los Banos Unified
Mariposa County Unified

Mark West Union
Martinez Unified
Moraga Elementary
Morgan Hill Unified
Mountain View Whisman
Napa Valley Unified
Norwalk-La Mirada Unified
North Monterey County Unified
Oakdale Unified
Oakdale Joint Unified
Orcutt Union Elementary
Orland Joint Unified
Pacheco Union Elementary
Patterson Unified
Pierce Unified
Plumas Unified
Redondo Beach Unified
Richmond Elementary
Rincon Valley Union Elementary
Riverbank Unified
Robla Elementary
Roseland Elementary
Ross Valley Elementary
Saddleback Valley Unified
Saint Helena Unified
San Carlos Elementary
San Ramon Valley Unified
West Contra Costa Unified
West Covina Unified
West Fresno Elementary
Western Placer Unified
Westmorland Union Elementary
Westwood Unified
Whisman Elementary
Whitmore Union Elementary
Williams Unified
Willits Unified
Willow Creek Elementary
Willow Grove Union Elementary
Willows Unified
Wilmar Union Elementary
Winton Elementary
Wiseburn Elementary
Woodland Joint Unified

Woodside Elementary
Wright Elementary
Yreka Union Elementary
Yreka Union High
Yuba City Unified

REDEVELOPMENT ANALYSIS

Alameda City Unified
Calaveras Unified
Ceres Unified
Delano Union Elementary
Franklin-McKinley Elementary
Long Beach Unified
Lucia Mar Unified
Oakland Unified
Riverbank Unified
Sacramento City Unified
Southwest
Santa Rosa Schools
Tehachapi Unified
Waterford Unified
West Contra Costa Unified
Winters Joint Unified

**FLOURNOY Elementary School District
Business Manager SALARY SCHEDULE
Effective 7/1/2015 (Old Salary)**

8.4

Step	1		Step	COLUMN C
1	59,311	32.95	1	60,794
2	60,794	33.77	2	62,314
3	62,314	34.62	3	63,872
4	63,872	35.48	4	65,469
5	65,469	36.37	5	67,106
6	67,106	37.28	6	68,784
7	68,784	38.21	7	70,504
8	70,504	39.17	8	72,267
9	72,267	40.15	9	74,074
10	74,074	41.15	10	75,926
11	75,926	42.18	11	77,824
12	77,824	43.24	12	79,770
13	79,770	44.32	13	81,764
14	81,764	45.42	14	83,808
15	83,808	46.56	15	85,903
16	85,903	47.72	16	88,051
17	88,051	48.92	17	90,252
18	90,252	50.14	18	92,508
19	92,508	51.39	19	94,821
20	94,821	52.68	20	97,192

Business Manager Work Year: 240 days

Board approval:

**FLOURNOY Elementary School District
Business Manager SALARY SCHEDULE
Effective 7/1/2015 (Old Salary)**

New

1		
Step		
1	55,500	30.83
2	56,610	31.45
3	57,742	32.08
4	58,897	32.72
5	60,075	33.38
6	61,277	34.04
7	62,503	34.72
8	63,753	35.42
9	65,028	36.13
10	66,329	36.85
11	67,656	37.59
12	69,009	38.34
13	70,389	39.11
14	71,797	39.89
15	73,233	40.69
16	74,698	41.50
17	76,192	42.33
18	77,716	43.18
19	79,270	44.04
20	80,855	44.92

Business Manager Work Year: 240 days

Board approval:



KIRKWOOD
ELEMENTARY SCHOOL
Go Bobcats!

2049 Kirkwood Road Corning, CA 96021

Phone: (530)824-7773 | Fax: (530)824-6995
www.kirkwoodschoolca.org

**KIRKWOOD ELEMENTARY SCHOOL DISTRICT
CONFIDENTIAL/BUSINESS MANAGER SALARY SCHEDULE
2021-2022**

1. Contracted days per year: 252 days
2. 229 Paid work days included.
3. 11 Paid holidays included.
4. 12 Paid vacation days included. Vacation days cannot be carried over from year to year.
5. Medical/Dental/Vision/Life insurance package paid by district up to the cap of \$800.00 per month.
6. 12 days of sick leave are earned for each year of service and accrued from year to year. 7 days of sick leave may be used for personal necessity each year. 3 of the 7 days may be used as confidential days.

<u>STEP</u>	<u>ANNUAL SALARY</u>
1	\$59,311
2	61,090
3	62,923
4	64,811
5	66,755
6	68,758
7	70,820
8	72,945
9	75,133
10	77,387
11	79,709
12	82,100
13	84,563
14	87,100
15	89,713

Salary schedule has 3% increase between steps 1 – 15.

Beginning salary placement shall be determined by the board of trustees.

APPROVED BY THE KIRKWOOD SCHOOL BOARD OF TRUSTEES ON: 3/8/21
Effective 7/1/21

Signature of Board Clerk

(The USDA and Kirkwood Elementary School District are equal opportunity providers and employers)

School Districts calling Governing Board Elections MUST file by.....July 18, 2022
School Districts calling Measure Elections MUST file by.....August 12, 2022

Resolution No. _____

**RESOLUTION ORDERING ELECTION,
REQUESTING COUNTY ELECTIONS TO CONDUCT THE ELECTION,
REQUESTING CONSOLIDATION OF THE ELECTION, AND
SPECIFICATIONS OF THE ELECTION ORDER**

Flournoy Elementary School
Name of School District

EXACTLY AS IT WILL APPEAR ON THE BALLOT

WHEREAS, pursuant to Education Code Section 5322, whenever a school district election is ordered, the governing board of the district or the board or officer authorized to make such designations shall, concurrently with or after the order of election, but not less than 123 days prior to the date set for the election in the case of an election for governing board members, or at least 88 days prior to the date of the election in the case of an election on a measure, including a bond measure, by resolution delivered to the county superintendent of schools and the officer conducting the election specify the date of the election and the purpose of the election;

WHEREAS, pursuant to Elections Code Section 10002, the governing body of any city or district may by resolution request the Board of Supervisors of the county to permit the county elections official to render specified services to the city or district relating to the conduct of an election;

WHEREAS, the resolution of the governing body of the city or district shall specify the services requested; and

WHEREAS, pursuant to Elections Code Section 10400, whenever two or more elections, including bond elections, of any legislative or congressional district, public district, city, county, or other political subdivision are called to be held on the same day, in the same territory, or in territory that is in part the same, they may be consolidated upon the order of the governing body or bodies or officer or officers calling the elections; and

WHEREAS, pursuant to Elections Code Section 10403, whenever an election called by a district, city or other political subdivision for the submission of any question, proposition, or office to be filled is to be consolidated with a statewide election, and the question, proposition, or office to be filled is to appear upon the same ballot as that provided for that statewide election, the district, city or other political subdivision shall, at least 88 days prior to the date of the election, file with the board of supervisors, and a copy with the elections official, a resolution of its governing board requesting the consolidation, and setting forth the exact form of any question, proposition, or office to be voted upon at the election, as it is to appear on the ballot. Upon such request, the Board of Supervisors may order the consolidation; and

WHEREAS, the resolution requesting the consolidation shall be adopted and filed at the same time as the adoption of the ordinance, resolution, or order calling the election; and

WHEREAS, pursuant to Education Code Section 5342 and Elections Code Section 10400, such election for school districts may be either completely or partially consolidated;

WHEREAS, various district, county, and statewide and other political subdivision elections have been or may be called to be held on November 8, 2022;

NOW, THEREFORE, BE IT RESOLVED AND ORDERED THAT the Governing Board/Board of Trustees of the Flournoy Elementary School District hereby orders an election to be called and consolidated with any and all elections also called to be held on November 8, 2022 insofar as said elections are to be held in the same territory or in territory that is in part the same as the territory of the School District request to the Board of Supervisors of the County of Tehama to order such consolidation under Elections Code Section 10400; and

BE IT FURTHER RESOLVED AND ORDERED that said School Board hereby requests the Board of Supervisors to permit the Tehama County Elections Department to provide any and all services necessary for conducting the election; and

BE IT FURTHER RESOLVED AND ORDERED that pursuant to Education Code Section 5322, the authority for the specifications of the election order, the governing body of the Flournoy Elementary School District hereby orders an election to be held with the following specifications:

The election shall be held on Tuesday, November 8, 2022;

Check the following that apply:

☐ **BE IT FURTHER RESOLVED AND ORDERED** that the Tehama County Elections Department conduct the election for the following **OFFICE/S** on the November 8, 2022 ballot:

<u>SEATS OPEN</u>	<u>OFFICE</u>	<u>TERM</u>	<u>DIST/DIV (if app.)</u>
2	Board member	4 years	(FESD)

No election will be held if there are an insufficient number of nominees.

The qualifications of a nominee of an elective officer of the school district are as follows (i.e. a registered voter in the district, trustee area, etc.)

The Candidate's Statement of Qualifications shall be limited to () 200 words OR () 400 words and will be paid for by the () district OR () candidate.

Date of last map change: _____ A current map showing the boundaries within the County of the school district and the divisions of the school district, if any, is attached.

☐ **BE IT FURTHER RESOLVED AND ORDERED** that the Tehama County Elections Department shall conduct the election for the following **MEASURE(S)** to be voted on at the November 8, 2022 election:
(insert 75-word ballot question here or attach, if more than one)

BE IT FURTHER RESOLVED AND ORDERED that the Tehama County Elections Department is requested to: [Check one of the following]

- ☐ Print the attached measure text exactly as filed in the Voter's Information Pamphlet section of the Sample Ballot for the November 8, 2022 election. Cost of printing and distribution of the measure text will be paid for by the district.
- ☐ Not to print the measure text in the Voter's Information Pamphlet of the Sample Ballot but send a copy to voters upon request at the cost of said district.

BE IT FURTHER RESOLVED AND ORDERED that the Tehama County Elections Department is ordered that in the event of a tie vote, the candidate will be selected by (Ed. Code 5016(b)):

- ☐ Run-off election
- ☒ By lot

PASSED AND ADOPTED by the Flournoy Elementary School
District, County of Tehama, State of California, this 24 day of May, 2022,
by the following vote:

AYES:

NOES:

ABSTENTIONS:

ABSENT:

CHAIRPERSON OF SAID SCHOOL DISTRICT BOARD

Attested: _____
Secretary

Please provide us with the following information on your district (PLEASE PRINT):

Contact person: Melinda Flounoy

Mailing address: P.O. Box 2160, Flounoy, CA. 96029

Telephone: 530. 833. 5331 FAX: 530. 833. 5332

E-mail address: mflounoy@flounoy-school.org

Website: www.flounoy-school.org

IMPORTANT: To assist us in keeping our records up to date, please provide us with current information regarding your district as well as a list of all your current board member's/council member's names, addresses and telephone numbers. Please provide the information on the attached "INCUMBENT ROSTER", or you may send your own roster. Thank you.

INCUMBENT ROSTER

NAME OF DISTRICT/CITY: _____

TO WHOM MAIL SHOULD BE ADDRESSED: _____

TITLE: _____

MAILING ADDRESS: _____

TELEPHONE: _____ FAX: _____

E-MAIL: _____

WEBSITE: _____

INCUMBENTS NAME/ADDRESS/PH/FAX

ELECTED/APPOINTED

TERM OF OFFICE

8.6

AUTHORIZING SIGNATURES

AUTHORIZED AT A MEETING OF Flournoy Union DISTRICT ☒ GOVERNING BOARD ON June 21, 2022 DATE

I. **BUDGET REVISIONS** - - - Number of signatures required 1

In accord with the provisions of Education Code 42600, authorization for budget transfers are made by written resolution the governing board and shall be processed when signed as indicated below.

_____	Rachel Davis, Superintendent
Authorized Signature	Print Name and Title
_____	Melinda Flournoy, Business Manager
Authorized Signature	Print Name and Title
_____	Sara Valoroso, Board President
Authorized Signature	Print Name and Title
_____	Tyson Freund, Board Clerk
Authorized Signature	Print Name and Title

II. **INTERFUND TRANSFERS** - - - Number of signatures required 1

In accord with Education Code 42603, authorization for the transfer of monies between funds are to be made by written resolution of the governing board, and shall be processed when signed as indicated below.

_____	Rachel Davis, Superintendent
Authorized Signature	Print Name and Title
_____	Melinda Flournoy, Business Manager
Authorized Signature	Print Name and Title
_____	Sara Valoroso, Board President
Authorized Signature	Print Name and Title
_____	Tyson Freund, Board Clerk
Authorized Signature	Print Name and Title
_____	_____
Authorized Signature	Print Name and Title

III. **PAYMENT OF EXPENDITURES** - - - Number of signatures required 1

In accord with Education Code 42632, all orders drawn on the funds of the district shall be signed by the majority of the governing board or by the person or persons authorized to sign orders in its name. The following signatures are authorized agents for the signing of payroll and vendor warrant transmittal documents.

_____	Rachel Davis, Superintendent
Authorized Signature	Print Name and Title
_____	Melinda Flournoy, Business Manager
Authorized Signature	Print Name and Title
_____	Sara Valoroso, Board President
Authorized Signature	Print Name and Title
_____	Tyson Freund, Board Clerk
Authorized Signature	Print Name and Title
_____	_____
Authorized Signature	Print Name and Title

SIGNATURES ARE TO BE FILED AS NEEDED WITH THE TEHAMA COUNTY DEPARTMENT OF EDUCATION. PLEASE FORWARD ANY CHANGES DURING THE SCHOOL YEAR.

BOARD RESOLUTION
AMEND BYLAWS
OF
NORTHERN CALIFORNIA SCHOOLS INSURANCE GROUP (NCSIG)

WHEREAS, **Flourney Elementary School** is a Member of Northern California Schools Insurance Group and the NCSIG Board of Directors reviewed and approved the proposed amendment to the Bylaws of NCSIG on May 26, 2022

NOW THEREFORE BE IT RESOLVED THAT:

The Board of Trustees of **Flourney Elementary School District** hereby approves the Amendments to the NCSIG Bylaws Amended and Restated dated May 26, 2022.

PASSED AND ADOPTED by the Board of Directors of the

Flourney Elementary School District this **June 21, 2022**_(date), by the following vote:

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA
COUNTY OF **Tehama**

I, **Tyson Freund**, Secretary of the **Flourney Elementary School Board of Trustees**, do hereby certify that the foregoing is a full, true, and correct copy of the resolution adopted by the Board of Trustees at a regularly called and conducted meeting held on said date.

Secretary of Board of Trustees

Northern California Schools Insurance Group

BYLAWS

Rewritten in entirety and approved by NCSIG Board of Directors on December 7, 2017 and approved by two-thirds vote of Membership to be effective March 1, 2018.

Article I Section D. Amended
Approved by Board of Directors May 22, 2019 Ratified by Membership

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BYLAWS

NORTHERN CALIFORNIA SCHOOLS INSURANCE GROUP JOINT POWERS AUTHORITY

PREAMBLE

Northern California Schools Insurance Group ("NCSIG") was established pursuant to the terms of a Joint Powers Agreement ("JPA Agreement") by and among its Public Educational Agencies ("PEA") for the purpose of providing the services and other items necessary and appropriate for the establishment, operation, and maintenance of a joint program for liability and property damage protection for the PEA's who are Members ("Members") hereof, and to provide a forum for discussion, study, development, and implementation of recommendations of mutual interest regarding pooled coverage and group purchase insurance and reinsurance programs. Pursuant to the terms of the JPA Agreement, NCSIG has adopted these Bylaws ("Bylaws") to apply to and govern NCSIG and its Members.

ARTICLE I BOARD OF DIRECTORS

- A. A Board of Directors is hereby established to represent the NCSIG membership.
- B. The Board of Directors shall be formed in the following manner. Each California County in which a majority of Public Educational Agencies in that county are members of NCSIG shall have representation on the Board of Directors. Representation from each county shall be on a weighted basis based on each county's combined Average Daily Attendance (ADA). ADA shall be as determined in the NCSIG Underwriting Policy for purposes of rate setting each year. Should a county's ADA change the county to a different size category, the change in number of Directors shall become effective at the beginning of the next fiscal year beginning July 1. Selection of Directors from each county shall be designated by the county's Superintendent of Schools and must be either a school administrator or a designated confidential employee of a member and shall serve at the pleasure of the Members in that county. Each Director shall be entitled to cast one vote in all matters requiring a vote, except in the case of an actual or potential conflict of interest.

Total County ADA		Number of Directors
0 -	7,499	2
7,500 -	24,999	3
25,000 -	Over	4

- C. If a Public Educational Agency is located in a county where the majority of Public Educational Agencies are not members of NCSIG, the size category and number of votes for that Director shall be as shown in the Table below. The Director would be appointed by the Superintendent of the Public Educational Entity with qualifying ADA. All votes allocated to each Director shall be cast together and cannot be split.

Individual Member ADA		Votes Allocated
0 -	4,999	0
5,000 -	7,499	2
7,500 -	24,999	3
25,000 -	Over	4

- D. Each Director shall designate an alternate representative from their PEA who is employed as a school administrator or a designated confidential employee that is authorized to act in the event of the absence of the appointed Director. Only the designated Director or alternate may serve on the board. Individuals may be appointed to serve as alternates by one or more Authority Members so long as the qualified alternate represents a member PEA from the same county.
- E. The Board of Directors shall hold at least one regular meeting each fiscal year. The date, time, and location for each such regular meeting shall be fixed by the Board of Directors, and shall be publicly noticed prior to the meeting. All meetings of the Board of Directors shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act (Sections 54950, et seq., of the California Government Code), as said Act may be modified by subsequent legislation, and as the same may be augmented by rules of the Board of Directors not inconsistent therewith. The Board may hold additional meetings as determined by the Board and consistent with Brown Act. Except as otherwise provided or permitted by law, all meetings of the Board are open and public. The Board of Directors will cause minutes of its meetings to be kept, and post the true and correct copies of the minutes of such meetings after Board approval.
- F. The principal office for the transaction of business of NCSIG and receipt of all notices is hereby fixed and located as described in Appendix A attached hereto and incorporated herein by reference. The Board of Directors shall have the authority to change the location of the principal office.
- G. The Board of Directors may establish and dissolve operating committees and establish such committees and their operating policies.
- H. The Board of Directors may establish, revise and discontinue policies related to the operation of NCSIG and such approved policies are binding upon the Members unless otherwise specified by policy established by the Board of Directors.
- I. The Board of Directors shall determine Contributions and the method by which Contributions will be paid to NCSIG. The Board of Directors will also provide for additional assessments during the year, if necessary or appropriate, to allow for increased costs and expenses that may occur. The Board of Directors shall insure that a complete and accurate system of accounting of the NCSIG financials are maintained at all times consistent with established auditing standards and accounting procedures.
- J. The Board of Directors shall review coverages that are provided to Members and establish policies and procedures for claims administration.

- K. The Board of Directors shall approve the terms of all related insurance, excess insurance, reinsurance and other agreements, including the terms of coverage, claims services, cost and compensation.
- L. The Board of Directors shall directly or by contract provide for services required to effectively implement all aspects of the Joint Program.
- M. The Board may authorize any Officer or Officers, agent or agents, to enter into any contract or execute any instrument in the name and on behalf of NCSIG, and such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no Officer, agent or employee shall have any authority to bind NCSIG by any contract or to pledge its credit or to render it liable for any purpose.

ARTICLE II

RULES OF THE BOARD OF DIRECTORS

- A. The Board of Directors may establish rules governing its own conduct and procedures and have such expressed or implied authority as is not inconsistent with, or contrary to, the laws of the State of California, these Bylaws, or the Joint Powers Agreement.
- B. A quorum for the transaction of business by the Board of Directors shall consist of a majority weighted vote of the Directors or their alternate. All action shall require the approval of a majority weighted vote of the Directors or their alternate present at the meeting, unless a higher percentage vote is required by the Agreement or these Bylaws.
- C. No one serving on the Board of Directors shall receive any salary or compensation from NCSIG.
- D. The Board of Directors may approve reimbursement for expenses incurred.

ARTICLE III

OFFICERS

- A. The principal Officers of NCSIG shall be a President, a Vice President, a Secretary/Auditor-Controller, a Treasurer, and a Finance Chair ("Officers").
- B. Election of Officers:
 - 1. The Officers of NCSIG shall be elected by the weighted vote of the Directors or his/her alternate.
 - 2. The Officers of NCSIG shall serve a term of two years, beginning July 1 of even-numbered years.
 - 3. Elections shall take place at the last regularly scheduled Board of Directors meeting prior to the commencement of even-numbered Program Years. Directors may make nominations of individuals who meet the requirements for the office at the time of election. If such nomination is seconded, the nominated individual shall be a candidate

for that office for which the candidate was nominated. The candidate with the greatest number of weighted votes shall be elected to the office.

4. Any person elected as an Officer may be removed at any time, with or without cause, by a majority of the weighted votes of Directors or their alternate present at the Board meeting.
 5. Officers shall at all times during their term be the designated Director of a Member. In the event an Officer is no longer a designated Director of a Member, then such individual shall no longer be an Officer of NCSIG.
 6. All vacancies arising may be filled at any time by the weighted vote of the Directors or their alternate present at that Board of Directors meeting.
- C. The President will preside at all meetings of NCSIG. The President shall appoint the Finance Chair to serve as a NCSIG Officer and members of committees as necessary or appropriate for carrying on the activities of NCSIG. Committees appointed by the President may hold office beyond the President's term subject to the approval of the new President. The President shall execute documents on behalf of NCSIG as authorized by the Board of Directors and shall serve as the back-up liaison to the JPA Manager between this and any other organization. The President shall have authority to approve demands.
- D. The Vice President shall have such powers and perform such duties as may be prescribed from time to time by the Board of Directors or the President. In the absence or disability of the President, the Vice President shall be vested with all the powers and authorized to perform all the duties of the President. The Vice-President shall also serve as the auditor/controller of NCSIG in the absence of the auditor-controller and shall approve demands.
- E. The Secretary shall be present at all meetings of NCSIG to cause minutes to be kept, to maintain or cause to be maintained all accounting and other financial records of NCSIG, to file all financial reports of NCSIG and perform such other duties as the Board may specify. The Secretary shall also serve as the Auditor/Controller of NCSIG and shall approve demands.
- F. The Treasurer shall be those specified in Sections 6505.5 or 6505.6 of the California Government Code, to cause to be received and safe kept all money coming into the treasury, to comply or cause to be complied with all laws governing the deposit and investment of funds, and to cause to be submitted a quarterly report (Treasurer's Report) to the Board summarizing receipts, disbursements, and fund balances, along with a listing of all investments and other duties as specified by the Board. The Treasurer shall have authority to approve demands.
- G. The Board of Directors may appoint or elect such additional Officers, and assign such duties and authorities, as it determines.
- H. The NCSIG Officers shall comprise the Claims Committee and will be subject to the Ralph M. Brown Act (Sections 54950, et seq., of the California Government Code).

ARTICLE IV EXECUTIVE DIRECTOR

All decisions related to NCSIG shall be made by the Board of Directors. NCSIG may contract with a company with demonstrated expertise and experience to assist NCSIG with the management and operation of NCSIG ("Executive Director").

- A. The Executive Director shall provide employees and/or contractors to act as JPA Manager and Associate JPA Manager(s) to:
 - 1. Monitor the status of NCSIG's programs and operations, losses, administrative and operational costs, service companies' and Servicing Agents performance and report to the Board.
 - 2. Prepare an annual budget.
 - 3. Assist the Board in selecting brokers, excess insurance companies or excess insurance Joint Powers Authorities.
 - 4. Assist the Board in selecting claims administrators, risk control consultants and other program services.
 - 5. Contract for claims audits and actuarial studies to determine cost allocations.
 - 6. Perform whatever functions are necessary and within the Executive Director's authority to manage the daily activities of NCSIG.
 - 7. Conduct the business of NCSIG in a manner consistent with the standards set forth by the California Association of Joint Powers Authorities (CAJPA) for their accreditation program.
- B. NCSIG shall compensate the Executive Director for services to NCSIG in such amount and manner as may be fixed from time-to-time by the Board of Directors. Details respecting compensation, termination, and other employment related matters pertaining to the Executive Director shall be governed by the Bylaws and such terms and conditions as the Board shall set forth in a contract or agreement.

ARTICLE V MEMBERSHIP IN NCSIG

- A. Membership in NCSIG shall be open to any California Public Educational Agency which has been duly approved by the Board of Directors. NCSIG shall provide application forms and establish procedures for their completion and submission for review prior to being approved.

- B. Upon approval, a Public Educational Agency may become a Member of NCSIG by executing a copy of the NCSIG Joint Powers Agreement, whereby said Public Educational Agency agrees to comply with the terms of the NCSIG Joint Powers Agreement and these Bylaws, as the same may from time to time be amended and in effect.
- C. NCSIG may establish special rules and terms for membership as defined in NCSIG Policies.

ARTICLE VI FINANCE

- A. NCSIG shall operate on a fiscal year from July 1st through June 30th.
- B. The Board of Directors shall annually and in accordance with Policy adopt a budget showing each of the purposes for which NCSIG will need money and the estimated amount of money that will be needed for each such purpose for the ensuing fiscal year. A copy of the budget shall be provided to each of the Directors.
- C. Each Member shall pay to NCSIG each fiscal year the annual Contribution as calculated and adopted by the Board of Directors pursuant to the following:
 - 1. Each Member's Contribution shall be based upon such Member's retention, selected coverages, ADA, Total Insured Values and other information relative to providing coverage for the Member including rating factors as established by the NCSIG Underwriting Policy.
 - 2. Contributions are due and payable as established by the NCSIG Delinquent Contribution/Termination of Coverage Policy.
- D. Each Program Year shall be accounted for separately from every other Program Year in regard to the accounting for its assets and Obligations.
 - 1. All Contributions, Obligations, expenditures and disbursements of NCSIG that can be separately and distinctly identified by Program Year shall be accounted for separately by each Program Year.
 - 2. Any revenues, Obligations and expenses that cannot be separately and distinctly identified to a specific Program Year may be allocated among Program Years.
 - 3. Should the total Obligations for a Program Year exceed the total assets of that year, the Members participating in such Program Year may be assessed a Pro-Rata Share of the additional contribution required based on actuarial analysis and approved by the Board of Directors.
 - 4. Net Position Funds may be utilized for the benefit of NCSIG as determined and approved by the Board of Directors, including but not limited to a distribution of any positive net position funds to Members.

5. NCSIG's Contingency Reserve must be met before any positive net position funds are eligible to be returned to the Members.
 6. Any unanticipated non-claim expenditures, not incorporated into the current annual budget, will be assessed against the Members, as determined by the Board of Directors. The assessment, if any, will be added to the Member's subsequent Program Year's Contribution.
- E. Any subrogation recoveries received by NCSIG shall be credited to NCSIG with any remaining balance refunded to the member for any incurred Self Insured Retention.
 - F. An account shall be established and maintained to receive monies, pay operating expenses hold reserves and pay claims of NCSIG.

ARTICLE VII RECEIPT AND DISBURSEMENT OF FUNDS

- A. Revenues of NCSIG shall be received at its principal office. The Treasurer shall cause to be safeguarded and invested funds in accordance with NCSIG's current investment policy.
- B. The President, Vice-President, Secretary, Treasurer, Finance Chair, JPA Manager and Associate JPA Managers shall be authorized signatories of NCSIG's checking account. All checks disbursing funds of NCSIG shall be signed as established by action of the Board.
- C. A register of all checks issued since the previous Board meeting shall be provided at each subsequent Board meeting for approval
- D. The JPA Manager shall be authorized to make all expenditures for goods or services without specific approval, to the extent such funds have been included and approved by adoption of the budget or as previously approved by the Board.

ARTICLE VIII INVESTMENT OF FUNDS

NCSIG shall have the power to invest or cause to be invested, in compliance with Section 6509.5 of the California Government Code, such funds as are not necessary for the immediate operation of NCSIG as allowed by Section 53601 of the California Government Code.

ARTICLE IX ACCOUNTS AND RECORDS

- A. NCSIG is strictly accountable for all funds received and disbursed by it and, to that end, NCSIG shall establish and maintain such funds and accounts as may be required by Generally

Accepted Accounting Principles or by any provision of law or any resolution of NCSIG. Books and financial records of NCSIG shall be open to inspection at all reasonable times by representatives of the Members. NCSIG, as soon as practical after the close of each fiscal year, shall give, or cause to be given, a complete written report of all financial activities for such fiscal year to each Member of NCSIG.

- B. The Board of Directors shall make, or contract with a Certified Public Accountant to make, an annual audit of the accounts, records, and financial affairs of NCSIG. In each case the minimum requirements of the audit shall be those prescribed by the State Controller for Special Districts under Section 26909 of the California Government Code and shall conform to Generally Accepted Auditing Standards. When such an audit of accounts and reports is made by a Certified Public Accountant, a report thereof shall be filed within six months of the end of the fiscal year under examination with the State Controller and county auditor. Any costs of the audit, including contracts with, or employment of, Certified Public Accountants in making the audit(s) provided for herein, shall be appropriate administrative charges against the funds of NCSIG.
- C. The Board of Directors shall contract with an independent claims auditor at least every two years to conduct and audit of claims paid by NCSIG and to deliver an audit report to the Board of Directors.

ARTICLE X HOLD HARMLESS AND INDEMNIFICATION

The Board of Directors and the Officers of NCSIG, including former Directors and Officers, shall not be liable to NCSIG, to any Member or Former Member, or to any other person, for actual or alleged breach of duty, mistake of judgment, neglect, error, misstatement, misleading statement, or any other act or omission in the performance of their duties hereunder as provided by California Government, except in the event of fraud, gross negligence, or intentional misconduct of such director or Officer. NCSIG shall defend and shall indemnify and hold harmless its Directors and Officers, including former Directors and Officers, from any claim, demand, cause of action, and damages arising out of their performance of their duties as such Directors or Officers of NCSIG, to the extent authorized by Government Code Section 995. NCSIG may purchase conventional insurance to protect NCSIG, and its participating Members or Former Members, against any such acts or omissions by its Directors and Officers, including former Directors and Officers.

ARTICLE XI RISK MANAGEMENT

The Board of Directors of NCSIG may adopt recommended minimum standards for risk management/loss control practices. These standards and best practices shall be reviewed by each Member as part of each Member's risk management practices.

**ARTICLE XIII
DISPOSITION OF PROPERTY AND FUNDS**

Upon termination of the JPA Agreement, all assets of NCSIG shall be distributed only among the parties that have been participants in the Program, including any of those parties which previously withdrew pursuant to the JPA Agreement, in and proportionate to their Deposit Premiums and Assessments paid during the term of the JPA Agreement. The Board of Directors shall determine such distribution within six months after the last pending claim or loss covered by this JPA Agreement has been finally resolved and there is a reasonable expectation that no new claims will be filed.

The Board is vested with all powers of NCSIG for the purpose of concluding and dissolving the business affairs of NCSIG. These powers shall include the power to require Members, including those which were participants at the time the claim arose or at the time the loss was incurred, to pay their share of any assessments deemed necessary by the Board for final disposition of all claims and losses covered by the JPA Agreement for any program year.

**ARTICLE XIV
AMENDMENTS**

- A. Amendment to these Bylaws may be proposed by any Member of NCSIG.
- B. All amendments to these Bylaws must be approved by a two-thirds (2/3) weighted vote of the members of NCSIG Board of Directors, followed by a 2/3 vote of the entire membership. The effective date of any amendment will be on the first day of the next month following adoption, unless otherwise stated.

**ARTICLE XV
SEVERABILITY**

Should any portion, term, condition or provision of these Bylaws be decided by a court of competent jurisdiction to be illegal or in conflict with any law of the State of California, or be otherwise rendered unenforceable or ineffectual, the validity of the remaining portions, terms, conditions and provisions shall not be affected thereby.

**ARTICLE XVI
SUBORDINATION**

Should any portion, term, condition or provision of these Bylaws be in conflict with the JPA Agreement, the terms of the Bylaws will be subordinate to the JPA Agreement.

**ARTICLE XVII
RECORDS RETENTION POLICY**

NCSIG's records will be retained in accordance with the policy adopted by the Board of Directors.

ARTICLE XVIII NOTICES

- A. Notices to NCSIG shall be in writing and delivered to NCSIG.
- B. Notices to Members shall be in writing and delivered to the Member.
- C. Reportable claims against Members shall be reported to the Member's Servicing Agent and/or the NCSIG Claims Administrator.

ARTICLE XIX EFFECTIVE DATE

The effective date of any amendment will be the first day of the next month following adoption, unless otherwise stated.

ARTICLE XX DEFINITIONS

The terms in these Bylaws shall be as defined herein and in the JPA Agreement creating the Northern California Schools Insurance Group, unless otherwise specified herein.

- A. "Associate JPA Manager" shall be an alternate JPA Manager in the event of a conflict of interest with the JPA Manager, in the absence of the JPA Manager, or for other duties as outlined in NCSIG documents, and will be subject to the direction and control of the Board and Executive Director.
- B. "Board" or "Board of Directors" shall mean the governing body of NCSIG as determined in Article I of the Bylaws.
- C. "Contribution" shall mean the amount determined by the Board of Directors as each Member's share of the cost of each Program Year of the Joint Program.
- D. "Contingency Fund" shall mean the excess by which NCSIG's assets exceed the Obligations for all the Program Years measured at a point in time as determined by the Board of Directors.
- E. "Director" shall be the person(s) appointed to the Board of Directors as provided for in this agreement. The Director shall have the authority to bind the Members on any and all matters relating to the business of NCSIG.
- F. "Excess Insurance" shall mean that insurance purchased by NCSIG either through other Joint Powers Authorities or through commercial insurance companies to cover losses in excess of NCSIG's pooled limits.

- G. "Executive Director" shall be the entity engaged by NCSIG under written contract for the day-to-day administration, management, and operation of NCSIG's programs of risk management and will be subject to the direction and control of the Board.
- H. "JPA Agreement" shall mean the Joint Powers Agreement creating the Northern California Schools Insurance Group.
- I. "JPA Manager" shall be the person (employee or contractor) of the Executive Director responsible for the day-to-day administration, management, and operation of NCSIG's programs of risk management and will be subject to the direction and control of the Board and Executive Director.
- J. "Joint Program" shall mean the coverage for property and liability claims in excess of the Member's retention pursuant to NCSIG's coverage documents along with the purchasing of insurance or reinsurance or the setting aside of funds and reserves to pay for a self-insured retention or for losses not covered by insurance or reinsurance of such claims.
- K. "Servicing Agent" shall be the person or entity designated by the Members to act on their behalf in providing insurance services as determined by the Servicing Agent Policy.
- L. "Member" shall mean any Public Educational Agency who has been approved by the NCSIG Board of Directors for membership in NCSIG and is bound by the NCSIG JPA Agreement, Bylaws and other program policies which may be amended from time to time.
- M. "NCSIG" shall mean the Northern California Schools Insurance Group.
- N. "Obligations" shall mean to include, but not limited to, all payments required by law together with any other legal obligations incurred or potentially payable by NCSIG pursuant to the JPA Agreement or these Bylaws.
- O. "Program Year" shall mean one year of the Joint Program separate from each and every other Program Year and shall operate on fiscal year from July 1st through June 30th, or as otherwise determined by the Board of Directors.
- P. "Pro-Rata Share" shall mean the ratio of each Member's Contribution in proportion to the total of all Members' Contributions for each Program Year.
- Q. "Public Educational Agency" shall include individual school districts, community college districts, Regional Occupational Center or Program, County Superintendent of Schools or Board of Education, Charter Schools sponsored by NCSIG Members, or other Joint Powers Authorities approved by the NCSIG Board of Directors for membership.
- R. "Subrogation" shall mean the recovery of payments which NCSIG has made on behalf of a Member.

APPENDIX “A”

The principal address of the Northern California Schools Insurance Group (NCSIG) for the transaction of business and receipt of all notices shall be:

EXECUTIVE DIRECTOR
NORTHERN CALIFORNIA SCHOOLS INSURANCE GROUP
310 HEMSTED DRIVE, SUITE 200
REDDING, CA 96002