

Blue Oak Charter School
450 W. East Avenue, Chico, CA 95926
CHARTER COUNCIL
REGULAR MEETING

Join Zoom Meeting

<https://zoom.us/j/91259361276?pwd=RWpUbmtlN2NGVnJzWWpkKzFSMlc4Zz09>

Meeting ID: 912 5936 1276

Passcode: 48657Y

Tuesday, June 21st, 2022 - 6:00 PM

Vision: To be a model for successful education of the whole child.

Mission: To nurture and deepen each child's academic and creative capacities using methods inspired by Waldorf education in a public school setting.

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Update: On September 16, 2021, Governor Gavin Newsom signed Assembly Bill 361 (AB 361) into law which allows public agencies to continue to conduct meetings remotely during the COVID-19 pandemic and other proclaimed emergencies. This means there will be no specific physical meeting place; the meeting will be held remotely. Public participation continues to be welcomed and encouraged to those who join via Zoom and raise their hand. The chat bar will not be available to the public during the Zoom meetings to support the sanctity of the meeting.

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AGENDA

OPEN SESSION - 6:00 PM

1. OPENING

- 1.1. Call Meeting to Order
- 1.2. Roll Call of Council Members and Establish Quorum
- 1.3. Invocation - School Verse Read

“This is our school, May peace dwell here, May the rooms be full of contentment. May love abide here, Love of one another, Love of our school, and Love of life itself. Let us remember that as many hands build a house, So many hearts build a school.”

- 1.4. Agenda Modifications
- 1.5. Audience to Address the Council

This is an opportunity for members of the community to address the committee concerning items not on the agenda. Persons addressing the Committee will be allowed a maximum of three (3) minutes for their presentation. The chair may establish a maximum speaking time for any item.

Persons may not yield their time to another speaker (Gov. Code § 54954.3)

2. CONSENT AGENDA

- 2.1. Approve Minutes from May 17th, 2022 and May 24th, 2022
- 2.2. Charter Impact Monthly Report Jim Weber, Charter Impact
 - 2.2.1. Attendance and Enrollment
 - 2.2.2. Cash Flow
 - 2.2.3. Balance Sheet Detail
 - 2.2.4. Warrants/Aged Payable
 - 2.2.5. Actual to Budget Summary
- 2.3. Point of Sale Transactions/Check Register
- 2.4. Teleconferencing During State of Emergency
State of Emergency (§ 8625)
- 2.5. Accept Employee Resignations
 - 2.5.1. Tace Higuchi, Substitute Teacher
 - 2.5.2. Jaqueline Lacefield, Substitute Teacher
 - 2.5.3. Nadine Bourell-Montoya, Independent Study Teacher

3. FACULTY

- 3.1. Grade Level Report Nick Meier & Sarah Lee

4. GOVERNANCE

- 4.1. Finance Committee Report Amber Brown
- 4.2. Parent Council Report Trisha Atehortua
- 4.3. COVID-19 Update Susan Domenighini
- 4.4. Local Indicators Report
- 4.5. Cash Financing Options
- 4.6. EPA Resolution
- 4.7. Adoption of 2022-2023 LCAP
- 4.8. Approval of 2022-2023 Budget
- 4.9. Maximum Class Size Increase Proposal
- 4.10. Pre-Kindergarten Planning and Implementation Grant Plan
- 4.11. MOU Regarding Cafeteria Assistant Position for the 2022-2023 School Year

5. ADMINISTRATION

- 5.1. Executive Director's Report Susan Domenighini

6. CLOSED SESSION

- 6.1. Executive Director Evaluation
Public Employee Performance Evaluation (§54957)

7. NEXT MEETING - Tuesday, July 19th, 2022 at 6:00PM

8. ADJOURNMENT

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Tuesday, May 17th, 2022 - 6:00 PM

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AGENDA

OPEN SESSION - 6:00 PM

1. OPENING

1.1. Call Meeting to Order

- Chelsea Parker called the meeting to order at 6:06PM.

1.2. Roll Call of Council Members and Establish Quorum

- Present: Trisha Atehortua, Kristen Woods, Vicki Wonacott, Amber Brown, Leanna Glander, Chelsea Parker, Laurel Hill-Ward
- Absent: None

1.3. Invocation - School Verse Read

"This is our school, May peace dwell here, May the rooms be full of contentment. May love abide here, Love of one another, Love of our school, and Love of life itself. Let us remember that as many hands build a house, So many hearts build a school."

- Chelsea Parker read the school invocation.

1.4. Agenda Modifications

- There were no agenda modifications made.

1.5. Audience to Address the Council

This is an opportunity for members of the community to address the committee concerning items not on the agenda. Persons addressing the Committee will be allowed a maximum of three (3) minutes for their presentation. The chair may establish a maximum speaking time for any item.

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- Jodi Rives addressed the Council to inform them that her daughter has been the target of different forms of bullying at Blue Oak. Ms. Rives shared examples of what her daughter has been experiencing. Her and her husband have been trying to support their students' mental health in any way possible and feels that Blue Oak and the Executive Director have done the same. Her daughter has been a part of this community since Kindergarten. She feels the Blue Oak Administrators need to do better to help her child and future children in this position.
- Nick Meier, the Blue Oak Games teacher and father of this same student, has been an employee at Blue Oak for 10 years. He reports that his daughter has been targeted many times and has tried multiple courses of action to try to deal with this issue as a parent. He wanted to bring this issue to the attention of the board that, because he has been trying to help his daughter, he has not been allowed to go on the 8th grade class trip because it is perceived that he has overstepped his role as a teacher. In an attempt to keep his job, he has not been able to advocate for her the way he would like. He requests that the board develop an extensive anti-bullying program at the school for students 5th grade and up; maybe even as young as 3rd grade. He would like to see this program address consent around cyber ethics, cyber bullying, etc. He believes being without a counselor has compounded this issue for his daughter as well. He would also like to ask the Council to look into how our school handles issues that involve staff members who are also parents of a child at this school.
- Sarah Lee, a teacher at Blue Oak, has stepped into the co-chair role, in place of Mrs. Murray, for the next school year. Mrs. Murray has invited her to join the Charter Council to introduce herself. Next year she is going to be the 5th grade teacher.

2. CONSENT AGENDA

2.1. Approve Minutes from April 19th, 2022.

2.2. Charter Impact Monthly Report

Jim Weber, Charter Impact

2.2.1. Attendance and Enrollment

2.2.2. Cash Flow

2.2.3. Balance Sheet Detail

2.2.4. Warrants/Aged Payable

2.2.5. Actual to Budget Summary

2.3. Point of Sale Transactions/Check Register

**2.4. Teleconferencing During State of Emergency
State of Emergency (§ 8625)**

2.5. Accept Employee Resignations

2.6. Accept Offers of Employment for 2022-2023 School Year

- Amber Brown made a motion to approve the consent agenda. Trisha Atehortua seconded the motion.
- Leanna Glander lost connection and was unable to vote.
- No further discussion.

➤ Vote.

Name	Yes	No	Abstain	Absent
Chelsea Parker	X			
Vicki Wonacott	X			
Laurel Hill-Ward	X			
Amber Brown	X			
Leanna Glander				X
Trisha Atehortua	X			
Kristen Woods	X			

➤ Vote passes.

3. FACULTY

3.1. Grade Level Report

Riley Murray & Nick Meier

- May has been very busy: 6th grade is on their Shady Creek field trip; 4th grade, 1st grade and both 5th grades are going on field trips this Friday; 3rd grade has attended a field trip recently; 8th grade performed their play recently; both 7th grades also went to Ashland recently; and teachers are getting ready to move classrooms in the last week of school. There was a lot of appreciation for all of the work of the Parent Council and volunteers who celebrated teachers during Teacher Appreciation Week. 5th grade is looking for olive branches to make wreaths for their pentathlon field trip. Thanks to everyone involved who helped make all of our field trips happen.
- Leanna Glander rejoined the meeting.

4. GOVERNANCE

4.1. Finance Committee Report

Amber Brown

- Amber Brown reported that the last BOFC meeting was very short. The school is in a position that means our cash flow will be short in July and August. Jim Weber is looking into borrowing options to make sure we get through those months. ADA is at 242. There is more funding for special education this year but at the moment there is an increased need, so even though that funding will increase next year it will be a wash since the needs are higher than they have been in the past.
- For the sustainable school discussion, the BOFC talked about the need for filling the Spanish teacher opening; this is important for Waldorf accreditation. The committee also discussed ideas to help with attendance, since we are losing funding from low attendance, and talked about the idea of having 30 students per class; the different options for class sizes will be outlined in the draft budget. The committee talked about grants to help support our Pre-K program and summer school programs as well as the extended school days next year. A preschool program at Blue Oak probably won't roll out until 2023-24 school year; possibly the Spring of 2023 but it is a big undertaking so will take some time. Finally, Summer school will be in July; half days for two weeks.

4.2. Parent Council Report

Trisha Atehortua

- Trisha Atehortua reported that the PC had a good meeting this month. The PC talked about the May Faire; everyone felt it went well, there were a lot of volunteers, it was a well organized event, etc. Some rough budget numbers from May Faire payout were presented; overall everyone in attendance seemed like they enjoyed it. Additionally, the raffle basket from last year finally got raffled off.
- Teacher Appreciation Week was a success; there was something for the staff every day. The Equity Team is hosting a clothing/book swap this week; bring a blanket to swap goods 12:30PM to 2:00PM this Thursday. Also, the PC will do concessions at the Spring Concert. The PC is looking to plan a meeting to review bylaws and code of conduct soon. Also, the PC is trying to reach out to find members now to determine interest for next year; this will help with Harvest Festival planning as well. First hybrid PC meeting of the year went well.

4.2.1. PC Financial History

Ryan Sanders

- Ryan Sanders prepared and presented a slide deck for the PC, and now the BOCC, to outline what fundraisers the PC had engaged with in the past; this information will help the PC make informed decisions in the future. The PC wanted to know more about how much the PC spends versus how much income they are receiving each year. Keeping in mind this goes back to 2018 so COVID and Camp Fire affect this data. Roughly, the PC raises about \$6,000 a year; the big money winners are Walk into Winter, Harvest Festival, Concession stands, etc. and some of the money losers are the school store, t-shirt sales, read-a thon, etc. The PC will find out soon if they made a profit with May Faire. Historically, the Harvest Festival is more of a fundraiser and May Faire is more of an event for the community which is just as important in many ways. The school store and t-shirt sales are money losers at the moment because we bought a bunch of stock and then didn't have the opportunity to sell those items off in the last few years. The t-shirt model is slowly being switched to print on demand, which the school has already taken advantage of, so we aren't sure we will see sales in return for that purchase. Also, the presentation outlined grant approvals versus what has been spent to date; at the end of the school year, the funds for each grant that have not been spent yet will go back to PC. At the moment, the PC has approved about \$6,000 in grants but only about \$1,500 of those funds have been spent. Classroom fundraisers are separate from this information and separate from the PC budget.
- Thank you, Ryan, for putting together this information. The board and staff have noticed this year's PC has been much more informed about what they are going to do moving forward.

4.3. Equity & Inclusion Task Force Report

Susan Domenighini

- The Equity Task Force had their final meeting of the year. To review some of the work this year, the Task force: created a document that outlines when each grade studies each culture, sent out a celebrations calendar so the school has a plan for cultural and diversity celebrations for next year; met with upper grades student representatives to discuss dress code to ensure dress code is not gender specific; worked with Lyndsay Klipfel this year on professional development; and looked at a number of different community resources to utilize for training and education for next year. The faculty has asked to focus on one professional development goal at time each year, next year's focus will be behavior. Diversity, equity and inclusion will tie into this theme as well. Stonewall came to the school recently to

talk with middle school students; this sparked an idea by the Task Force utilize resources like these more often for things such as parent education nights, etc. Coming up, the Task Force will be hosting a clothing/book swap which will be an equitable event for all families. The GSA faded away as our interns became less available but next year it will continue to be hosted by a staff member who will receive training from Stonewall. Finally, next year we will have a new set of staff members sign up to join the Task Force and parents will be invited back to join again as well.

4.4. COVID-19 Response

- Susan Domenighini reported that in preparation for the 7th grade field trip, there was one positive COVID case found; this student unfortunately had to stay back but no one else in class tested positive.

4.5. Public Hearing of the 2022-2023 LCAP LCAP Public Hearing (§ 52062)

- Chelsea Parker started the public hearing at 6:58PM.
- The Local Control and Accountability Plan was presented for public hearing. At the moment, the funding amounts have not been added to the document just yet, but will be entered before the next BOFC meeting and, therefore, also for approval by the BOCC. The LCAP is a 3 year plan which outlines how we are spending and plan to spend our schools LCAP funding. This year's update is to reflect on where we stand in our plan so far and where we will be heading next. The BOCC reviewed the plan summary and goals. The financial review of the LCAP will be addressed at the next meeting. The LCAP document can be found in this meeting's BOCC packet.
- Chelsea Parker closed the public hearing at 7:38PM.

4.6. Facility Grant Program SP740

- This Facility Grant Program is very critical for charter schools. This is state funding that helps reimburse the cost of facility rent. The rate is based per ADA or 75% of your rent. It is pretty standard to agree to this grant. Additionally, this grant is included in the budget every year.
- Leanna Glander made a motion to approve Facility Grant SP740. Kristen Woods seconded the motion.
- No further discussion.
- Vote.

Name	Yes	No	Abstain	Absent
Chelsea Parker	X			
Vicki Wonacott	X			
Laurel Hill-Ward	X			
Amber Brown	X			
Leanna Glander	X			
Trisha Atehortua	X			
Kristen Woods	X			

- Vote passes.

5. ADMINISTRATION

5.1. Executive Director's Report

Susan Domenighini

- Field trips have been starting up again with COVID restrictions lifted; there are a lot planned in May. This upcoming Friday 5 classes will be out on trips. This is very exciting.
- Some favorite moments from the week included celebrating School Lunch Hero Day; staff celebrated Kat who has had to step in quite a bit to do the lunch line duty although that is not her job as a Custodian.
- PBIS has been implemented through our Blue Oak leaves; we are piloting this program now and will be building it more for next year thanks to Amber Bass.
- May Faire and Teacher Appreciation Week was filled with joy; thank you to everyone who helped with the celebrations all week.
- End of year is upon us; 8th Grade Graduation is on June 2nd at 6PM at the Rose Garden. We are pulling together plans for the end of the year process, remember that rhythm replaces strength. Administration and staff are working to establish a yearly calendar to remind us of these rhythms.
- Chico Police visited 1st grade students this week; this was very exciting for the students.
- Susan will be out next week for surgery to give herself enough time to be able to recover over the summer and be back and ready for next school year.

5.2. Sustainable School Update

- Amber Brown covered this topic earlier in the BOFC report. There is no more information to report at this time.

6. CLOSED SESSION

6.1. Real Estate

Conference with Real Property Negotiations (§ 54956.8)

- No action was taken.

6.2. Executive Director Evaluation

Public Employee Performance Evaluation (§54957)

- No action was taken.

7. NEXT MEETING - Tuesday, June 21st, 2022 at 6:00PM

8. ADJOURNMENT

- Chelsea Parker adjourned the meeting at 9:05PM.

Minutes Taken By: Alexandra Archer

Approved by: _____ Date: _____

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SPECIAL MEETING

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Meeting ID: 983 4791 9501

Passcode: PUvR9p

Tuesday, May 24th, 2022 - 6:00 PM

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AGENDA

OPEN SESSION - 6:00PM

1. OPENING

1.1. Call Meeting to Order

- Chelsea Parker called the meeting to order at 6:02PM.

1.2. Roll Call of Council Members and Establish Quorum

- Present: Leanna Glander, Amber Brown, Vicki Wonacott, Chelsea Parker, Trisha Atehortua
- Absent: Laurel Hill-Ward and Kristen Woods

1.3. Invocation - School Verse Read

*"This is our school, May peace dwell here, May the rooms be full of contentment. May love abide here,
Love of one another, Love of our school, and Love of life itself. Let us remember that as many hands build a
house, So many hearts build a school."*

- Chelsea Parker read the school verse.

1.4. Agenda Modifications

- No agenda modifications were made.

2. ADMINISTRATION

2.1. Overnight Field Trip Approval

Susan Domenighini

- The 8th Grade field trip has been planned to leave this Friday, May 27th, in the morning and returns Sunday, May 29th. In the busyness of the end of the year, we forgot to add this item to the last board meeting to get it approved so a special meeting was called. The board must approve all overnight field trips for legal and insurance reasons, so since this is a part of our process, Susan asked the board to approve this field trip.
- Vicki Wonacott made a motion to accept the overnight field trip. Leanna Glander seconded the motion.
- No further discussion.
- Vote.

Name	Yes	No	Abstain	Absent
Chelsea Parker	X			
Vicki Wonacott	X			
Laurel Hill-Ward				X
Amber Brown	X			
Leanna Glander	X			
Trisha Atehortua	X			
Kristen Woods				X

- Vote passes.

3. ADJOURNMENT

- Chelsea Parker adjourned the meeting at 6:05PM.

4. NEXT MEETING - Tuesday, June 21st at 6:00PM

Minutes Taken By: Alexandra Archer

Approved by: _____ Date: _____

Blue Oak Charter School

Monthly Financial Presentation – May 2022

May Highlights

Highlights

<i>Expenses greatly exceeding per ADA revenue</i>						
	ADA	Ongoing Revenue	Expenses	(Net Deficit)	One-Time Funds	Net surplus with federal support
2021/22	242	\$ 2,989,219	\$ 4,161,685	\$ (1,172,466)	\$ 623,469	\$ (548,997)

Potential ADA hold harmless calculations - increased revenue (estimate)	
Hold Harmless 2019/20	\$ 492,220.50
Three-Year Average	\$ 328,147.00
Current enrollment x 2019/20 ADA rate	\$ 62,328.17

- Operating loss drains cash, concern for cash shortage in July – Dec 2022 due to slow receipt of federal funds.
- Recommend reviewing borrowing options to stabilize July - Dec cash.
- Hold Harmless ADA pending final state budget – would add revenue to 2021/22, cash flow timing undetermined.

Compliance and Reporting

- 2022/23 Budget and LCAP due June 30th.
- Pre-Kindergarten Planning and Implementation Grant Plan due June 30th.

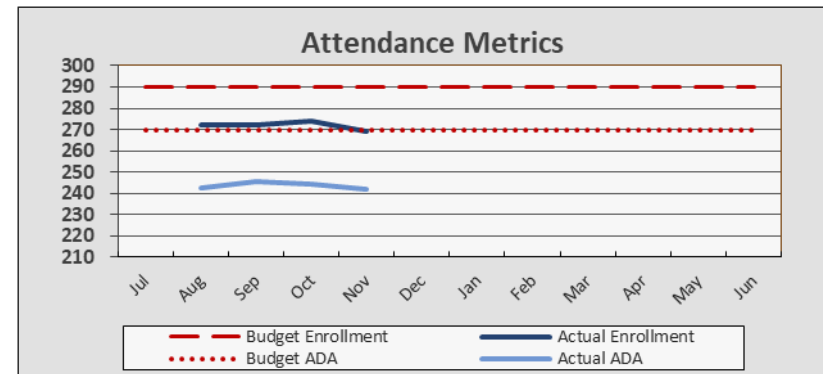
Attendance Data and Metrics



Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	272	272	290
ADA	242	242	270
Attendance Rate	89.0%	88.9%	93.0%
Unduplicated %	57.9%	57.9%	58.5%
Revenue per ADA		\$17,263	\$13,936
Expenses per ADA		\$17,206	\$13,891

Attendance Metrics



CI has not received P2 ADA, forecast set to P-1 ADA 241.88, cutting LCFF (\$273K).

Attendance near 90%.

LCFF is calculated at \$9,560 per ADA.

Revenue

■ May Updates

- PPP forgiveness reclassified as 2021/22 revenue adding \$531K.
- Reduced ADA cuts revenue (\$300K)+ .
- Increased special education funding +\$44K.

	2021/22	2022/23	2023/24
Expanded Learning Opportunities Grant	\$ 188,793	\$ -	\$ -
In-Person Instruction	102,707	-	-
GEER	16,560	-	-
ESSER I	64,404	-	-
ESSER II	251,005	-	-
ESSER III	-	300,000	264,125
One-Time Funding plan	\$ 623,469	\$ 300,000	\$ 264,125

Revenue

	Year-to-Date		
	Actual	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 1,973,254	\$ 2,108,017	\$ (134,763)
Federal Revenue	766,481	245,559	520,922
Other State Revenue	491,627	672,763	(181,137)
Other Local Revenue	38,301	50,000	(11,699)
Total Revenue	\$ 3,269,662	\$ 3,076,339	\$ 193,323

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
	\$ 2,312,261	\$ 2,585,457	\$ (273,197)
	1,083,362	295,121	788,241
	741,602	827,865	(86,263)
	38,301	50,000	(11,699)
Total	\$ 4,175,526	\$ 3,758,444	\$ 417,082



Expenses

- **May Updates**
 - Expense forecast increased from previous month – special education and recruiting pending final billings.
 - Compensation increased \$147K for grant funded Summer hours, interventions.
 - Subagreement services increased for grant funded social-emotional supports and special education.
 - Professional services increased for additional recruitment (\$67K), IT (\$15K).

Expenses

	Year-to-Date		
	Actual	Budget	Fav/(Unf)
Certificated Salaries	\$ 1,602,238	\$ 1,550,581	\$ (51,657)
Classified Salaries	475,877	421,503	(54,374)
Benefits	579,393	521,805	(57,589)
Books and Supplies	123,729	87,683	(36,046)
Subagreement Services	247,557	121,891	(125,666)
Operations	125,730	134,213	8,483
Facilities	558,840	557,704	(1,136)
Professional Services	235,611	166,318	(69,293)
Depreciation	17,808	17,807	(0)
Interest	-	-	-
Total Expenses	\$ 3,966,782	\$ 3,579,505	\$ (387,277)

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 1,618,368	\$ 1,565,193	\$ (53,174)
Classified Salaries	492,639	445,762	(46,877)
Benefits	598,421	551,160	(47,261)
Books and Supplies	128,302	93,200	(35,102)
Subagreement Services	273,080	133,880	(139,200)
Operations	138,786	146,485	7,699
Facilities	609,430	608,404	(1,026)
Professional Services	283,233	182,837	(100,396)
Depreciation	19,426	19,426	(0)
Interest	-	-	-
Total Expenses	\$ 4,161,685	\$ 3,746,348	\$ (415,337)

Surplus / (Deficit) & Fund Balance

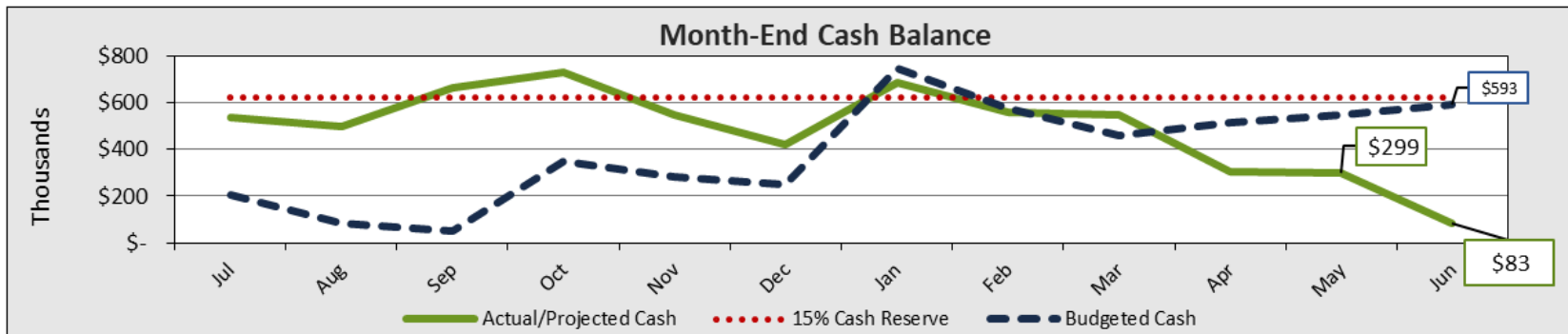
- Forecast loss **(\$517K)** with PPP forgiveness **\$531K** reclassified from beginning balance.
- Fund balance forecast **\$634K**, 16%, down from 2020/21 \$1.1 million, 32%.

	<i>Year-to-Date</i>		
	Actual	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (697,120)	\$ (503,165)	\$ (193,955)
Beginning Fund Balance	<u>620,046</u>	<u>1,150,983</u>	<u>(530,937)</u>
Ending Fund Balance	<u>\$ (77,074)</u>	<u>\$ 647,818</u>	
<i>As a % of Annual Expenses</i>	-1.9%	17.3%	

	<i>Annual/Full Year</i>		
	Forecast	Budget	Fav/(Unf)
	\$ 13,841	\$ 12,096	\$ 1,745
	<u>620,046</u>	<u>1,150,983</u>	<u>(530,937)</u>
	<u>\$ 633,887</u>	<u>\$ 1,163,078</u>	<u>\$ (529,192)</u>
	15.2%	31.0%	

Cash Balance

- Current cash **\$299K**, 26 days.
- Forecast operating loss decreases cash (\$510K) compared to budget, threatening cash stability.
- Operating loss and slow federal receipts **forecast cash shortage July – Dec 2022**.
- Recommend review of borrowing opportunities to ensure cash stability.



Compliance Deadlines (next 60 days)



Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Jun-01	Executive School Leadership Review Evaluation – The board of directors is responsible for hiring and establishing the compensation (salary and benefits) of the executive director by identifying compensation that is "reasonable and not excessive". The board conducting the review should document who was involved and the process used to conduct the review, as well as the disposition of the full board's decision to approve the executive director's compensation (minutes of a meeting are fine for this). The documentation should demonstrate that the board took the comparable data into consideration when it approved the compensation.	BOCS	Yes	No	<u>This is an IRS requirement for Executive Director positions.</u> <u>If needed, Charter Impact can provide data on comparable salaries for your organization's Board of Directors.</u>
FINANCE	Jun-02	SB 740 Charter School Facility Grant Program applications (Continuing Schools) - The 2022-23 Online Application will be made available April 2022. Late applications will NOT be accepted. The SB740 Program is intended to provide grants to charter schools to assist with facilities' rent and lease costs associated with the school. Each year applicants must submit a new Application and the Authority will determine eligibility on an annual basis. Charter schools must also meet the FRPM Eligibility requirements each year.	Charter Impact	No	Yes	http://www.treasurer.ca.gov/csfa/csfgp/index.asp
FINANCE	Jun-25	Certification of the 2020-21 Second Principal Apportionment - The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The Second Principal Apportionment (P-2), certified by June 25, is based on the second period data that LEAs report to CDE in April and May. P-2 supersedes the P-1 Apportionment calculations and is the final state aid payment for the fiscal year ending in June.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/pa/
FINANCE	Jun-30	Local Control and Accountability Plan - The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2022-2023 LCAP year must be posted as one document assembled in the following order: LCFF Budget Overview for Parents Supplement to the Annual Update to the 2021-22 LCAP Plan Summary Engaging Educational Partners Goals and Actions Increased or Improved Services for Foster Youth, English Learners, and Low-income students Action Tables Instructions The LCAP must be presented at the same public meeting as the budget, preceding the budget hearing. LCAP and budget adoption must be at least 1 day after the public hearing.	BOCS with Charter Impact support	Yes	No	https://www.cde.ca.gov/re/lc/
FINANCE	Jun-30	Submit Preliminary Budget Plan to Authorizer - Charter Schools are required to submit their annual budgets to their authorizer by the authorizer-imposed deadline. Authorizers then use the budget to determine if the Charter School has reasonable financial health to sustain operations. The budget must be presented at the same public meeting as the LCAP, following the budget hearing. LCAP and budget adoption must be at least 1 day after the public hearing.	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/sf/fr/calendar22district.asp
FINANCE	Jun-30	Pre-Kindergarten Planning and Implementation Grant Plan - 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	BOCS with Charter Impact support	Yes	No	https://www.cde.ca.gov/ci/gf/em/

Compliance Deadlines (next 60 days)



Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
GOVERNANCE	Jun-30	Review your Parental Involvement Policy - Every local educational agency (LEA) in California must have a parental involvement policy: Federal requirement (LEAs accepting Title I funds). State requirement (California Education Code [EC] for non-Title I schools. Parents must be involved in how the funds reserved for parental involvement will be allocated for parental involvement activities. Keep minutes and sign-in sheets documenting these discussions. The California Department of Education (CDE) reviews the Consolidated Application and Reporting System (CARS) to see if the required reservation has been made.	BOCS	Yes	No	https://www.cde.ca.gov/sp/sw/t1/parentfamilyinvolve.asp
GOVERNANCE	Jun-30	Review your Homeless Education Policy - A Homeless Education Policy is used to ensure that your school is compliant with key provisions of the Education for Homeless Children and Youths Act. It is also used to collect the contact information for your required designated homeless liaisons at your school. All schools are required to establish a board approved Homeless Education Policy.	BOCS	No	No	https://www.cde.ca.gov/sp/hs/cy/strategies.asp
DATA	Jun-30	Principal Apportionment Data Collection - End-of-Year ADA data must be reconciled and submitted to Charter School authorizers for funding purposes. All attendance data collected from the first day of school to June 30, 2022 must be included in this submission. Due dates may vary and are prescribed by the schools' authorizer. The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); Expanded Learning Opportunities Program; and funding for several other programs. The Principal Apportionment is a series of apportionment calculations that adjust the flow of state funds throughout the fiscal year as information becomes known.	BOCS			https://www.cde.ca.gov/fg/aa/pa/index.asp
DATA	Jun-30	English Language Proficiency Assessment - Students must be reclassified as fluent English proficient (RFEP) on or before 6/30/2022 per the school's reclassification criteria. Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria. General information on how to setup, monitor and report students' RFEP status can be found at the website within the Notes column.	BOCS	No	No	https://www.cde.ca.gov/sp/el/rd/
FINANCE	Jul-15	Federal Stimulus Reporting - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period April 1, 2022- June 30, 2022.	Charter Impact with BOCS support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
FINANCE	Jul-15	Final Federal Expenditure and ERMHS Report (Special Education) - Financial reporting for year-end actuals are due for EI Dorado Charter SELPA members.	Charter Impact	No	No	https://charterselpa.org/fiscal/
FINANCE	Jul-31	Federal Cash Management - Period 1 - The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; Title III Immigrant; and Title IV programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cmf/
GOVERNANCE	Jul-31	Annual review of organization's Fiscal Policies - Board approved fiscal policies define the organization's financial operations and internal controls to ensure compliance with industry and government regulations. An annual review is recommended to ensure compliance with current procedures and annually updated regulations. If updates are necessary, revised policies may be documented and presented for Board approval.	BOCS with Charter Impact support	Yes	No	
FINANCE	TBD	Complete Consolidated Application reporting - Spring - The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in May, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program.	Charter Impact with BOCS support	Yes	No	https://www.cde.ca.gov/fg/aa/co/index.asp

Appendices

As of May 31, 2022

- Cash Flow – Monthly and Annual Forecast
- Statement of Financial Position (Balance Sheet)
- Statement of Cash Flows
- Detailed Month and YTD Budget vs. Actual
- Accounts Payable Aging
- Check Register

Blue Oak Charter School

Financial Package

May 31, 2022

Presented by:



**CHARTER
IMPACT**

Blue Oak Charter School

Monthly Cash Flow/Forecast FY21-22

Revised 06/13/2022

ADA = 241.88



Revenues

State Aid - Revenue Limit

8011	LCFF State Aid
8012	Education Protection Account
8019	State Aid - Prior Year
8096	In Lieu of Property Taxes

Federal Revenue

8181	Special Education - Entitlement
8290	Title I, Part A - Basic Low Income
8291	Title II, Part A - Teacher Quality
8296	Other Federal Revenue
8299	Prior Year Federal Revenue

Other State Revenue

8311	State Special Education
8545	School Facilities (SB740)
8550	Mandated Cost
8560	State Lottery
8598	Prior Year Revenue
8599	Other State Revenue

Other Local Revenue

8699	School Fundraising
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Total Revenue

Expenses

Certificated Salaries

1100	Teachers' Salaries
1170	Teachers' Substitute Hours
1175	Teachers' Extra Duty/Stipends
1200	Pupil Support Salaries
1300	Administrators' Salaries

Classified Salaries

2100	Instructional Salaries
2400	Clerical and Office Staff Salaries
2900	Other Classified Salaries

Benefits

3101	STRS
3202	PERS
3301	OASDI
3311	Medicare
3401	Health and Welfare
3501	State Unemployment
3601	Workers' Compensation
3901	Other Benefits

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
															ADA = 269.70	
8011 LCFF State Aid	-	69,017	69,017	124,230	124,230	124,230	124,230	124,230	60,677	60,677	60,677	60,677	60,674	1,062,566	1,395,126	(332,560)
8012 Education Protection Account	-	-	-	176,808	-	-	176,807	-	-	66,888	-	-	189,458	609,961	525,184	84,777
8019 State Aid - Prior Year	-	-	92,906	(43,987)	-	-	-	-	-	-	-	-	(48,919)	-	-	-
8096 In Lieu of Property Taxes	-	42,244	84,487	56,325	56,325	56,325	56,325	56,325	77,119	38,571	38,571	38,185	38,932	639,734	665,148	(25,414)
	-	111,261	246,410	313,376	180,555	180,555	357,362	180,555	137,796	166,136	99,248	98,862	240,145	2,312,261	2,585,457	(273,197)
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	52,352	52,352	33,713	18,640
8290 Title I, Part A - Basic Low Income	-	-	-	17,135	-	17,135	27,039	-	-	7,481	-	-	-	68,790	74,745	(5,955)
8291 Title II, Part A - Teacher Quality	-	-	-	9,390	-	-	-	-	-	-	-	-	63	9,453	10,083	(630)
8296 Other Federal Revenue	530,937	-	-	57,381	-	2,500	93,935	7,178	-	-	-	25,101	239,365	956,397	176,581	779,816
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	(3,630)	-	-	-	-	(3,630)	-	(3,630)
	530,937	-	-	83,906	-	19,635	120,974	7,178	-	3,851	-	25,101	291,780	1,083,362	295,121	788,241
8311 State Special Education	10,057	10,057	18,103	18,103	18,103	18,103	18,103	11,411	10,523	10,967	10,967	-	11,480	165,977	168,432	(2,454)
8545 School Facilities (SB740)	-	-	-	-	-	-	-	-	180,174	-	-	90,087	-	270,261	293,946	(23,685)
8550 Mandated Cost	-	-	-	-	-	5,049	-	-	-	-	-	-	-	5,049	4,946	103
8560 State Lottery	-	-	-	-	-	-	21,646	-	-	19,069	-	-	14,433	55,149	53,670	1,478
8598 Prior Year Revenue	-	-	-	5,821	-	-	(564)	-	-	-	-	-	-	5,256	-	5,256
8599 Other State Revenue	-	-	-	102,707	-	-	61,071	(61,071)	3,228	-	-	105,257	28,718	239,910	306,871	(66,961)
	10,057	10,057	18,103	126,631	18,103	23,152	100,256	(49,660)	193,925	30,036	10,967	195,344	54,632	741,602	827,865	(86,263)
8699 School Fundraising	403	5,123	1,120	7,815	3,000	6,197	(505)	834	3,477	286	10,550	-	-	38,301	50,000	(11,699)
	403	5,123	1,120	7,815	3,000	6,197	(505)	834	3,477	286	10,550	-	-	38,301	50,000	(11,699)
	541,397	126,441	265,633	531,728	201,658	229,539	578,087	138,906	335,198	200,310	120,765	319,307	586,557	4,175,526	3,758,444	417,082
1100 Teachers' Salaries	115,370	130,057	133,606	131,800	133,820	130,166	128,142	136,732	131,714	132,819	17,202	-	-	1,321,428	1,269,761	(51,667)
1170 Teachers' Substitute Hours	120	480	1,640	3,030	4,800	3,040	3,180	7,130	6,020	4,000	6,400	-	-	39,840	38,093	(1,747)
1175 Teachers' Extra Duty/Stipends	15,115	(860)	1,335	715	2,515	5,167	1,225	1,089	1,299	829	(14)	-	-	28,415	35,000	6,585
1200 Pupil Support Salaries	1,436	6,467	8,053	7,711	7,082	7,452	(3,076)	-	-	-	-	-	-	35,125	46,990	11,865
1300 Administrators' Salaries	16,130	16,130	16,130	16,130	16,130	16,130	16,130	16,130	16,130	16,130	16,130	16,130	-	193,560	175,350	(18,210)
	148,171	152,274	160,764	159,386	164,348	161,954	145,600	161,081	155,164	153,778	39,717	16,130	-	1,618,368	1,565,193	(53,174)
2100 Instructional Salaries	1,415	18,575	26,300	24,888	21,056	15,267	8,644	37,451	17,658	21,997	22,712	-	-	215,962	174,828	(41,134)
2400 Clerical and Office Staff Salaries	8,699	13,245	14,505	13,415	12,721	11,479	8,087	17,851	10,331	12,725	11,588	11,580	-	146,226	164,442	18,215
2900 Other Classified Salaries	472	8,341	13,191	15,557	12,445	12,049	10,327	15,951	11,419	12,924	12,592	5,182	-	130,451	106,493	(23,958)
	10,586	40,161	53,996	53,861	46,222	38,794	27,058	71,253	39,408	47,647	46,892	16,762	-	492,639	445,762	(46,877)
3101 STRS	23,305	23,929	24,724	24,237	24,815	24,353	22,327	23,837	23,557	23,025	4,634	2,573	-	245,316	249,179	3,863
3202 PERS	4,244	12,166	15,583	15,022	13,993	11,603	9,062	19,582	11,677	13,891	11,894	4,214	-	142,932	102,525	(40,407)
3301 OASDI	1,191	3,071	4,103	4,199	3,761	3,097	2,381	5,387	3,182	3,821	3,565	1,141	-	38,899	27,637	(11,262)
3311 Medicare	2,196	2,686	3,005	2,974	2,964	2,792	2,371	3,245	2,697	2,797	1,236	467	-	29,430	29,159	(271)
3401 Health and Welfare	9,611	9,838	4,001	9,902	16,899	12,064	6,611	10,587	10,055	9,547	10,012	10,292	-	119,418	123,500	4,082
3501 State Unemployment	1,863	781	1,036	1,026	19	963	818	1,119	1,014	964	426	84	-	10,112	3,073	(7,040)
3601 Workers' Compensation	1,185	977	1,081	1,081	(506)	1,081	1,081	1,081	1,081	1,081	1,018	258	-	10,496	16,088	5,592
3901 Other Benefits	55	64	59	960	113	101	105	103	105	105	47	-	-	1,817	-	(1,817)
	43,650	53,511	53,593	59,400	62,059	56,053	44,755	64,941	53,368	55,231	32,832	19,028	-	598,421	551,160	(47,261)

Books and Supplies

4100	Textbooks and Core Materials
4200	Books and Reference Materials
4302	School Supplies
4305	Software
4310	Office Expense
4312	School Fundraising Expense
4400	Noncapitalized Equipment

Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals
1,534	1,805	-	-	-	-	-	-	-	-	45	-	-
496	(414)	-	15,290	-	1,911	(1,058)	-	119	35	-	-	-
245	3,989	6,911	6,431	17,776	1,460	4,696	2,359	2,487	1,525	4,425	-	-
865	865	865	4,109	1,359	1,359	1,641	1,286	1,286	2,079	1,465	2,680	-
212	556	2,144	3,731	794	395	873	2,567	2,352	882	225	1,892	-
-	-	-	-	-	-	-	1,035	-	-	-	-	-
-	-	-	4,626	1,973	767	-	8,724	1,235	-	1,390	-	-
3,352	6,801	9,920	34,187	21,903	5,892	6,153	15,970	7,478	4,521	7,551	4,573	-

Annual Forecast	Original Budget Total	Favorable / (Unfav.)
3,383	20,000	16,617
16,380	2,000	(14,380)
52,304	30,000	(22,304)
19,860	12,600	(7,260)
16,624	20,000	3,376
1,035	3,600	2,565
18,715	5,000	(13,715)
128,302	93,200	(35,102)

Subagreement Services

5101	Nursing
5102	Special Education
5105	Security

-	-	4,970	2,485	2,485	2,485	2,485	2,485	2,923	2,485	2,485	-	-
-	-	3,840	10,200	39,075	28,546	25,216	22,640	36,985	27,953	25,553	25,000	-
-	-	428	-	64	524	723	-	524	-	-	524	-
-	-	9,237	12,685	41,624	31,554	28,424	25,125	40,431	30,438	28,038	25,524	-

25,286	24,000	(1,286)
245,009	107,370	(137,639)
2,785	2,510	(275)
273,080	133,880	(139,200)

Operations and Housekeeping

5201	Auto and Travel
5300	Dues & Memberships
5400	Insurance
5501	Utilities
5502	Janitorial Services
5900	Communications
5901	Postage and Shipping

-	1,094	(182)	776	-	-	-	623	1,993	-	2,238	-	-
-	1,200	-	825	-	-	3,010	-	-	-	-	-	-
2,654	1,042	4,904	6,156	3,440	3,294	3,319	3,294	3,294	3,319	3,294	4,047	-
6,912	5,520	11,735	16,956	2,469	40	4,707	6,612	4,507	4,184	4,642	4,000	-
-	1,036	1,036	1,036	1,036	1,036	1,036	260	-	518	777	4,230	-
458	233	150	714	171	437	451	1,233	564	488	(6,137)	500	-
-	226	219	168	99	47	79	117	206	58	104	278	-
10,024	10,351	17,863	26,630	7,214	4,855	12,603	12,141	10,564	8,568	4,919	13,055	-

6,543	5,000	(1,543)
5,035	3,885	(1,150)
42,060	42,000	(60)
72,286	70,000	(2,286)
12,000	12,000	-
(739)	12,000	12,739
1,600	1,600	-
138,786	146,485	7,699

Facilities, Repairs and Other Leases

5601	Rent
5603	Equipment Leases
5610	Repairs and Maintenance

48,867	48,867	48,867	48,867	48,867	48,867	48,867	48,867	48,867	48,867	48,867	48,867	-
685	409	2,415	1,598	1,605	296	1,945	2,462	1,727	1,377	1,173	1,333	-
-	785	427	2,893	968	-	181	(181)	-	-	538	390	-
49,552	50,061	51,709	53,357	51,440	49,163	50,993	51,148	50,594	50,244	50,578	50,590	-

586,404	586,404	0
17,026	16,000	(1,026)
6,000	6,000	-
609,430	608,404	(1,026)

Professional/Consulting Services

5801	IT
5802	Audit & Taxes
5803	Legal
5804	Professional Development
5805	General Consulting
5806	Special Activities/Field Trips
5807	Bank Charges
5809	Other taxes and fees
5810	Payroll Service Fee
5811	Management Fee
5812	District Oversight Fee
5815	Public Relations/Recruitment

-	-	-	-	2,174	10,015	-	2,624	-	270	4,153	578	-
-	-	4,305	2,205	2,835	-	525	-	2,100	-	-	2,030	-
-	30	177	130	-	-	1,695	451	369	286	1,775	2,588	-
289	(1,671)	7,264	471	(5,792)	200	1,178	70	1,462	40	4,056	1,884	-
129	1,537	129	20,139	12,159	(19,326)	3,166	3,474	2,384	1,666	3,841	1,766	-
-	-	2,700	-	-	350	2,180	4,308	2,930	1,606	695	-	-
-	3	-	-	-	-	-	-	-	2	36	-	-
34	993	924	2,062	649	111	1,219	934	942	285	767	1,080	-
20	553	569	467	660	426	836	833	649	1,036	620	1,000	-
6,264	6,264	6,598	6,264	6,224	6,224	6,224	6,224	8,453	8,453	2,636	6,074	-
-	-	-	-	-	-	-	-	-	-	-	16,936	6,187
2,870	3,275	2,275	7,539	3,250	10,631	540	11,356	14,365	4,825	1,475	7,500	-
9,606	10,983	24,940	39,276	22,159	8,632	17,563	30,275	33,654	18,469	20,054	41,435	6,187

19,813	4,518	(15,295)
14,000	14,000	-
7,500	7,500	-
9,451	5,000	(4,451)
31,066	21,496	(9,570)
14,769	10,000	(4,769)
41	300	259
10,000	10,000	-
7,667	6,000	(1,667)
75,902	75,169	(733)
23,123	25,855	2,732
69,901	3,000	(66,901)
283,233	182,837	(100,396)

Depreciation

6900	Depreciation Expense
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1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	-
1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	-

19,426	19,426	(0)
19,426	19,426	(0)

Interest

7438	Interest Expense
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(5,334)	-	-	-	-	-	-	5,334	-	-	-	-	-
(5,334)	-	-	-	-	-	-	5,334	-	-	-	-	-

-	-	-
-	-	-

Total Expenses	271,227	325,760	383,640	440,401	418,586	358,517	334,768	438,887	392,280	370,516	232,200	188,716	6,187	4,161,685	3,746,348	(415,337)
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Monthly Surplus (Deficit)	270,170	(199,319)	(118,007)	91,327	(216,929)	(128,978)	243,320	(299,981)	(57,082)	(170,206)	(111,435)	130,591	580,370	13,841	12,096	1,745
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Cash Flow Adjustments

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast
Monthly Surplus (Deficit)	270,170	(199,319)	(118,007)	91,327	(216,929)	(128,978)	243,320	(299,981)	(57,082)	(170,206)	(111,435)	130,591	580,370	13,841
Cash flows from operating activities														
Depreciation/Amortization	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	-	19,426
Public Funding Receivables	400,664	82,592	238,569	7,984	35,608	(59,026)	29,273	45,183	11,411	(43,689)	19,684	40,811	(586,557)	222,508
Grants and Contributions Rec.	10,920	-	155	-	-	-	-	-	148	-	-	-	-	11,223
Prepaid Expenses	(438)	17,843	(14,595)	(33,761)	5,906	17,261	4,289	(15,351)	3,596	4,206	22,889	4,778	-	16,623
Accounts Payable	(14,151)	-	90	(1,202)		11,127	106	(106)	-	-	-	-	6,187	2,051
Accrued Expenses	9,803	51,013	10,059	81,184	(17,608)	(23,758)	(36,436)	57,041	15,289	(87,189)	(35,316)	(117,633)	-	(93,551)
Summer Holdback	7,350	7,350	7,350	7,350	7,350	7,350	7,456	7,350	7,350	7,350	(29,775)	(29,775)	-	14,056
Deferred Revenues	25,124	18	41,682	(89,437)	-	48,089	14,731	71,999	7,868	46,053	126,231	(246,232)	-	46,126
Cash flows from financing activities														
Proceeds(Payments) on Debt	(536,270)	-	-	-	-	-	-	5,334	-	-	-	-	-	(530,937)
Total Change in Cash	174,790	(38,883)	166,922	65,063	(184,054)	(126,316)	264,358	(126,912)	(9,801)	(241,856)	(6,104)	(215,841)		
Cash, Beginning of Month	361,751	536,541	497,658	664,580	729,643	545,590	419,273	683,631	556,719	546,919	305,062	298,959		
Cash, End of Month	536,541	497,658	664,580	729,643	545,590	419,273	683,631	556,719	546,919	305,062	298,959	83,117		

Original Budget Total	Favorable / (Unfav.)
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Blue Oak Charter School
Statement of Financial Position

May 31, 2022

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Unrestricted Cash	\$ (152,024)	\$ 361,751	\$ (513,775)	-142%
Restricted Cash	450,982	-	450,982	0%
Total Cash & Cash Equivalents	298,959	361,751	(62,793)	-17%
Accounts Receivable	-	11,223	(11,223)	-100%
Public Funding Receivables	123,766	892,020	(768,254)	-86%
Prepaid Expenses	65,733	77,578	(11,844)	-15%
Total Current Assets	488,458	1,342,572	(854,114)	-64%
Long-Term Assets				
Property & Equipment, Net	3,238	21,045	(17,808)	-85%
Deposits	28,000	28,000	-	0%
Total Long Term Assets	31,238	49,045	(17,808)	-36%
Total Assets	\$ 519,695	\$ 1,391,617	\$ (871,922)	-63%
Liabilities				
Current Liabilities				
Accounts Payable	\$ -	\$ 4,136	\$ (4,136)	-100%
Accrued Liabilities	145,787	77,875	67,913	87%
Deferred Revenue	450,982	158,624	292,358	184%
Notes Payable, Current Portion	-	235,711	(235,711)	-100%
Total Current Liabilities	596,770	476,346	120,424	25%
Long-Term Liabilities				
Notes Payable, Net of Current Portion	-	295,225	(295,225)	-100%
Total Long-Term Liabilities	-	295,225	(295,225)	-100%
Total Liabilities	596,770	771,571	(174,802)	-23%
Total Net Assets	(77,074)	620,046	(697,120)	-112%
Total Liabilities and Net Assets	\$ 519,695	\$ 1,391,617	\$ (871,922)	-63%

Blue Oak Charter School

Statement of Cash Flows

For the period ended May 31, 2022

	Month Ended 05/31/22	YTD Ended 05/31/22
Cash Flows from Operating Activities		
Change in Net Assets	\$ (111,435)	\$ (697,120)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	1,619	17,808
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	19,684	768,254
Grants, Contributions & Pledges Receivable	-	11,223
Prepaid Expenses	22,889	11,844
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	-	(4,136)
Accrued Expenses	(65,091)	67,913
Deferred Revenue	126,231	292,358
Total Cash Flows from Operating Activities	(6,104)	468,144
Cash Flows from Financing Activities		
Proceeds from (payments on) Long-Term Debt	-	(530,937)
Total Cash Flows from Financing Activities	-	(530,937)
Change in Cash & Cash Equivalents	(6,104)	(62,793)
Cash & Cash Equivalents, Beginning of Period	305,062	361,751
Cash and Cash Equivalents, End of Period	\$ 298,959	\$ 298,959

Blue Oak Charter School

Statement of Activities

For the period ended May 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	\$ 60,677	\$ 75,995	\$ (15,318)	\$ 941,215	\$ 793,860	\$ 147,355	\$ 1,395,126
Education Protection Account	-	-	-	420,503	730,844	(310,341)	525,184
State Aid - Prior Year	-	-	-	48,919	-	48,919	-
In Lieu of Property Taxes	38,571	40,917	(2,346)	562,617	583,313	(20,696)	665,148
Total State Aid - Revenue Limit	99,248	116,913	(17,665)	1,973,254	2,108,017	(134,763)	2,585,457
Federal Revenue							
Special Education - Entitlement	-	2,709	(2,709)	-	28,295	(28,295)	33,712
Title I, Part A - Basic Low Income	-	-	-	68,790	74,745	(5,955)	74,745
Title II, Part A - Teacher Quality	-	-	-	9,390	10,083	(693)	10,083
Other Federal Revenue	-	-	-	690,914	132,436	558,478	176,581
Prior Year Federal Revenue	-	-	-	(3,630)	-	(3,630)	-
Total Federal Revenue	-	2,709	(2,709)	765,464	245,559	519,905	295,121
Other State Revenue							
State Special Education	10,967	13,533	(2,566)	154,497	141,366	13,131	168,432
School Facilities (SB740)	-	73,487	(73,487)	180,174	220,460	(40,286)	293,946
Mandated Cost	-	-	-	5,049	4,946	103	4,946
State Lottery	-	-	-	40,715	29,190	11,525	53,670
Prior Year Revenue	-	-	-	5,256	-	5,256	-
Other State Revenue	-	-	-	105,935	276,801	(170,866)	306,871
Total Other State Revenue	10,967	87,019	(76,052)	491,627	672,763	(181,137)	827,865
Other Local Revenue							
School Fundraising	10,550	5,500	5,050	38,301	50,000	(11,699)	50,000
Total Other Local Revenue	10,550	5,500	5,050	38,301	50,000	(11,699)	50,000
Total Revenues	120,765	212,141	(91,375)	3,268,645	3,076,339	192,306	3,758,444
Expenses							
Certificated Salaries							
Teachers' Salaries	17,202	-	(17,202)	1,321,428	1,269,761	(51,667)	1,269,761
Teachers' Substitute Hours	6,400	-	(6,400)	39,840	38,093	(1,747)	38,093
Teachers' Extra Duty/Stipends	(14)	-	14	28,415	35,000	6,585	35,000
Pupil Support Salaries	-	-	-	35,125	46,990	11,865	46,990
Administrators' Salaries	16,130	14,612	(1,517)	177,430	160,737	(16,692)	175,350
Total Certificated Salaries	39,717	14,612	(25,105)	1,602,238	1,550,581	(51,657)	1,565,193
Classified Salaries							
Instructional Salaries	22,712	17,483	(5,230)	215,962	174,828	(41,134)	174,828
Clerical and Office Staff Salaries	11,588	14,128	2,540	134,646	150,314	15,668	164,442
Other Classified Salaries	12,592	10,131	(2,461)	125,269	96,362	(28,907)	106,493
Total Classified Salaries	46,892	41,742	(5,150)	475,877	421,503	(54,374)	445,762
Benefits							
State Teachers' Retirement System, certificated	4,634	2,326	(2,307)	242,743	246,852	4,109	249,179
Public Employees' Retirement System, classified	11,894	9,601	(2,294)	138,718	92,925	(45,793)	102,525
OASDI/Medicare/Alternative, certificated	3,565	2,588	(977)	37,759	25,049	(12,710)	27,637
Medicare/Alternative, certificated	1,236	2,832	1,596	28,963	26,326	(2,637)	29,159
Health and Welfare Benefits, certificated	10,012	10,292	280	109,126	113,208	4,082	123,500
State Unemployment Insurance, certificated	426	154	(273)	10,028	2,919	(7,109)	3,073
Workers' Compensation Insurance, certificated	1,018	1,563	545	10,239	14,525	4,286	16,088
Other Benefits, certificated positions	47	-	(47)	1,817	-	(1,817)	-
Total Benefits	32,832	29,355	(3,477)	579,393	521,805	(57,588)	551,160

Blue Oak Charter School

Statement of Activities

For the period ended May 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Books & Supplies							
Textbooks and Core Materials	45	-	(45)	3,383	20,000	16,617	20,000
Books and Reference Materials	-	-	-	16,380	2,000	(14,380)	2,000
School Supplies	4,425	2,500	(1,925)	52,304	27,500	(24,804)	30,000
Software	1,465	1,050	(415)	17,180	11,550	(5,630)	12,600
Office Expense	225	1,667	1,441	14,732	18,333	3,602	20,000
School Fundraising Expense	-	300	300	1,035	3,300	2,265	3,600
Noncapitalized Equipment	1,390	-	(1,390)	18,715	5,000	(13,715)	5,000
Total Books & Supplies	7,551	5,517	(2,035)	123,729	87,683	(36,046)	93,200
Subagreement Services							
Nursing	2,485	2,000	(485)	25,286	22,000	(3,286)	24,000
Special Education	25,553	9,761	(15,792)	220,009	97,609	(122,400)	107,370
Security	-	228	228	2,262	2,282	20	2,510
Total Subagreement Services	28,038	11,989	(16,049)	247,557	121,891	(125,666)	133,880
Operations & Housekeeping							
Auto and Travel	2,238	455	(1,784)	6,543	4,546	(1,998)	5,000
Dues & Memberships	-	324	324	5,035	3,561	(1,474)	3,885
Insurance	3,294	3,500	206	38,013	38,500	487	42,000
Utilities	4,642	5,833	1,191	68,286	64,167	(4,119)	70,000
Janitorial Services	777	1,000	223	7,770	11,000	3,230	12,000
Communications	(6,137)	1,000	7,137	(1,239)	11,000	12,239	12,000
Postage and Shipping	104	160	56	1,322	1,440	118	1,600
Total Operations & Housekeeping	4,919	12,272	7,353	125,730	134,213	8,483	146,485
Facilities, Repairs & Other Leases							
Rent	48,867	48,867	0	537,537	537,537	0	586,404
Equipment Leases	1,173	1,333	161	15,693	14,667	(1,026)	16,000
Repairs and Maintenance	538	500	(38)	5,610	5,500	(110)	6,000
Total Facilities, Repairs & Other Leases	50,578	50,700	123	558,840	557,704	(1,136)	608,404
Professional/Consulting Services							
IT	4,153	377	(3,777)	19,236	4,142	(15,094)	4,518
Audit & Taxes	-	-	-	11,970	14,000	2,030	14,000
Legal	1,775	625	(1,150)	4,912	6,875	1,963	7,500
Professional Development	4,056	500	(3,556)	7,567	4,500	(3,067)	5,000
General Consulting	3,841	2,150	(1,692)	29,300	19,346	(9,954)	21,496
Special Activities/Field Trips	695	-	(695)	14,769	10,000	(4,769)	10,000
Bank Charges	36	30	(6)	41	270	229	300
Other Taxes and Fees	767	1,000	233	8,920	9,000	80	10,000
Payroll Service Fee	620	500	(120)	6,667	5,500	(1,167)	6,000
Management Fee	2,636	6,264	3,628	69,828	68,905	(923)	75,169
District Oversight Fee	-	1,169	1,169	-	21,080	21,080	25,855
Public Relations/Recruitment	1,475	300	(1,175)	62,401	2,700	(59,701)	3,000
Total Professional/Consulting Services	20,054	12,914	(7,140)	235,611	166,318	(69,293)	182,837
Depreciation							
Depreciation Expense	1,619	1,619	(0)	17,808	17,807	(0)	19,426
Total Depreciation	1,619	1,619	(0)	17,808	17,807	(0)	19,426
Interest							
Interest Expense	-	-	-	(1,017)	-	1,017	-
Total Interest	-	-	-	(1,017)	-	1,017	-
Total Expenses	232,200	180,721	(51,479)	3,965,765	3,579,505	(386,260)	3,746,348
Change in Net Assets	(111,435)	31,420	(142,855)	(697,120)	(503,166)	(193,955)	12,096
Net Assets, Beginning of Period	34,361			620,046			
Net Assets, End of Period	\$ (77,074)			\$ (77,074)			

Blue Oak Charter School

Accounts Payable Aging

May 31, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
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\$ - \$ - \$ - \$ - \$ - \$ -

Total Outstanding Invoices \$ - \$ - \$ - \$ - \$ - \$ -

Blue Oak Charter School

Check Register

For the period ended May 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
11037	Nicholas Meier	5/5/2022	\$ 112.44
11038	Alba Miranda	5/13/2022	200.00
11039	Briaunna Cisneros	5/13/2022	1,800.00
11040	Feather River Recreational District	5/13/2022	75.00
11041	Jackie Hammer	5/13/2022	111.89
11042	Rachel Ceja	5/13/2022	60.00
11043	Syncb/Amazon	5/13/2022	256.40
11044	Tahoe Pure Water Co	5/13/2022	18.00
11045	Confidential	5/18/2022	211.82
11046	Confidential	5/19/2022	346.08
11047	Advanced Document Concepts for Business	5/20/2022	527.43
11048	ATX Learning	5/20/2022	9,975.00
11049	Buck Ernest	5/20/2022	788.02
11050	Chico Country Day School	5/20/2022	2,484.84
11051	E-Rate Advisors	5/20/2022	375.00
11052	Irlen Visions	5/20/2022	170.00
11053	Law Offices of Young, Minney & Corr, LLP	5/20/2022	1,775.00
11054	Leen-Liberty Park	5/20/2022	48,866.97
11055	Luis Brandi	5/20/2022	160.00
11056	Macquarie Equipment Capital Inc.	5/20/2022	321.75
11057	North State Parent	5/20/2022	280.00
11058	Philadelphia Insurance Companies	5/20/2022	2,140.54
11059	Recology Butte Colusa Counties	5/20/2022	776.99
11060	Sherwood Montessori	5/20/2022	5,338.40
11061	Tekk International Inc.	5/20/2022	1,663.00
11062	TIAA, FSB	5/20/2022	323.61
7329	Shady Creek Outdoor School	5/31/2022	420.00
ACH	Charter Impact	5/5/2022	619.75
ACH	Charter Impact	5/13/2022	2,636.00
ACH	Maggie Buckley	5/13/2022	23.75
ACH	Full Circle Speech Therapy	5/20/2022	10,240.00
ACH	Google	5/1/2022	406.14
ACH	Little Red Hen	5/1/2022	137.40
ACH	Orient & Flume	5/1/2022	402.19
ACH	Little Red Hen	5/1/2022	9.39
ACH	Dharma Trading Co.	5/1/2022	1,032.15
ACH	Labor Law Center	5/1/2022	137.44
ACH	Little Red Hen	5/1/2022	9.39
ACH	Benefit Resource, Inc	5/1/2022	1,339.50
ACH	Bella Luna Toys	5/1/2022	289.58
ACH	Google	5/2/2022	212.32

Blue Oak Charter School

Check Register

For the period ended May 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
ACH	Google	5/2/2022	340.87
ACH	Little Red Hen	5/3/2022	9.39
ACH	Sprint	5/3/2022	33.00
ACH	Postal Plus	5/5/2022	35.54
ACH	4Throws	5/5/2022	176.91
ACH	Adobe Inc.	5/9/2022	179.88
ACH	Employment Development Dept	5/11/2022	234.49
ACH	Employment Development Dept	5/11/2022	287.71
ACH	Internal Revenue Services	5/11/2022	5,178.94
ACH	Benefit Resource, Inc	5/12/2022	191.50
ACH	USPS Stamps	5/13/2022	50.00
ACH	Google	5/13/2022	235.82
ACH	Benefit Resource, Inc	5/16/2022	116.00
ACH	Ashland Hills	5/18/2022	2,126.04
ACH	California Charter	5/18/2022	2,750.00
ACH	Alliance Summ	5/19/2022	372.94
ACH	Pearson Education	5/20/2022	44.99
ACH	Internal Revenue Services	5/23/2022	26.48
ACH	Employment Development Dept	5/24/2022	1.91
ACH	CalPERS	5/24/2022	3,646.86
ACH	CalPERS	5/24/2022	14,523.27
ACH	Alliance Summ	5/27/2022	372.94
ACH	A Waldorf Journey	5/27/2022	390.00
ACH	Grades Teache	5/27/2022	425.98
ACH	Grades Teache	5/27/2022	425.98
ACH	Grades Teache	5/27/2022	851.96
ACH	Employment Development Dept	5/27/2022	639.26
ACH	Employment Development Dept	5/27/2022	1,166.60
ACH	Internal Revenue Services	5/27/2022	9,448.17
ACH	Stamp.com	5/31/2022	17.99
ACH	Golden Valley Bank	5/31/2022	<u>36.17</u>

Total Disbursements Issued in May **\$ 141,410.77**

Business Checking – XXXXX0889

Search transactions

Activity: Date range; **Start date:** May 01, 2022; **End date:** May 31, 2022; **Type:** Debits

Transactions

🕒 Pending ● Posted

Date ▼	Description ◇	Debit ◇	Credit ◇	Balance
● May 31, 2022	Analysis Charge	36.17		
● May 31, 2022	<u>Check 11048</u>	9,975.00		
● May 31, 2022	<u>Check 11050</u>	2,484.84		
● May 31, 2022	<u>Check 7329</u>	420.00		
● May 27, 2022	<u>Check 11051</u>	375.00		
● May 27, 2022	<u>Check 11052</u>	170.00		
● May 27, 2022	<u>Check 11055</u>	160.00		
● May 27, 2022	ACH Payment IRS USATAXPYMT	9,448.17		
● May 27, 2022	ACH Payment EMPLOYMENT DEVEL EDD EFTPMT	1,166.60		
● May 27, 2022	ACH Payment EMPLOYMENT DEVEL EDD EFTPMT	639.26		
● May 27, 2022	POS Purchase EB GRADES TEACHE 801-413- 7200 CA #3136 Professional Development	851.96		
● May 27, 2022	POS Purchase EB GRADES TEACHE 801-413- 7200 CA #3136 Professional Development	425.98		
● May 27, 2022	POS Purchase EB GRADES TEACHE 801-413- 7200 CA #3136 Professional Development	425.98		
● May 27, 2022	POS Purchase WWW.AWALDORFJOUR HTTPSWWW.AWAL OR #3136 Professional Development	390.00		

Date ▼	Description ◇	Debit ◇	Credit ◇	Balance
● May 27, 2022	POS Purchase EB ALLIANCE SUMM 801-413-7200 CA #3136 <i>Professional Development</i>	372.94		
● May 26, 2022	<u>Check 70136</u>	829.14		
● May 26, 2022	<u>Check 11047</u>	527.43		
● May 26, 2022	<u>Check 11056</u>	321.75		
● May 26, 2022	<u>Check 70137</u>	174.49		
● May 26, 2022	ACH Payment BLUE OAK CHARTER PAYROLL	37,764.77		
● May 26, 2022	ACH Payment BLUE OAK CHARTER PAYROLL	17,646.36		
● May 26, 2022	ACH Payment BLUE OAK CHARTER PAYROLL	11,201.53		
● May 26, 2022	ACH Payment BLUE OAK CHARTER PAYROLL	3,751.22		
● May 26, 2022	ACH Payment BLUE OAK CHARTER PAYROLL	3,525.94		
● May 25, 2022	<u>Check 11058</u>	2,140.54		
● May 25, 2022	<u>Check 11061</u>	1,663.00		
● May 25, 2022	<u>Check 11057</u>	280.00		
● May 25, 2022	<u>Check 11045</u>	211.82		
● May 24, 2022	<u>Check 10993</u>	30.00		
● May 24, 2022	ACH Payment CALPERS 3100	14,523.27		
● May 24, 2022	ACH Payment BLUE OAK CHARTER PAYMENTS <i>Payroll</i>	10,240.00		
● May 24, 2022	ACH Payment CALPERS 3100	3,646.86		
● May 24, 2022	ACH Payment EMPLOYMENT DEVEL EDD EFTPMT	1.91		
● May 23, 2022	<u>Check 11054</u>	48,866.97		
● May 23, 2022	<u>Check 11043</u>	256.40		
● May 23, 2022	<u>Check 11040</u>	75.00		
● May 23, 2022	ACH Payment IRS USATAXPYMT	26.48		

Date ▼	Description ◇	Debit ◇	Credit ◇	Balance
● May 20, 2022	POS Purchase AWL*PEARSON EDUC PRSONCS.COM NJ #3136 <i>ED supplies</i>	44.99		
● May 19, 2022	POS Purchase EB ALLIANCE SUMM 801-413- 7200 CA #3136 <i>Professional Development</i>	372.94		
● May 18, 2022	POS Purchase CALIFORNIA CHART LOS ANGELES CA #3136 <i>Professional Development</i>	2,750.00		
● May 18, 2022	POS Purchase ASHLAND HILLS HO ASHLAND OR #3136 <i>Field Trip 7th Grade</i>	2,126.04		
● May 17, 2022	<u>Check 11039</u>	1,800.00		
● May 17, 2022	<u>Check 11032</u>	120.24		
● May 17, 2022	<u>Check 11044</u>	18.00		
● May 17, 2022	ACH Payment BLUE OAK CHARTER PAYMENTS <i>Payroll</i>	2,659.75		
● May 16, 2022	<u>Check 11023</u>	5,338.40		
● May 16, 2022	<u>Check 11013</u>	26.81		
● May 16, 2022	ACH Payment BENEFIT RESOURCE BRI XFER <i>Employee Medical FSA</i>	116.00		
● May 13, 2022	POS Purchase USPS STAMPS ENDI 888-434- 0055 DC #3136 <i>Postage</i>	50.00		
● May 12, 2022	ACH Payment BENEFIT RESOURCE BRI XFER <i>Employee Medical FSA</i>	191.50		
● May 11, 2022	<u>Check 11022</u>	518.29		
● May 11, 2022	<u>Check 11037</u>	112.44		
● May 11, 2022	ACH Payment IRS USATAXPYMT	5,178.94		
● May 11, 2022	ACH Payment EMPLOYMENT DEVEL EDD EFTPMT	287.71		
● May 11, 2022	ACH Payment EMPLOYMENT DEVEL EDD EFTPMT	234.49		
● May 10, 2022	<u>Check 11035</u>	2,146.67		
● May 10, 2022	ACH Payment BLUE OAK CHARTER PAYROLL	16,909.48		

Date ▼	Description ◇	Debit ◇	Credit ◇	Balance
● May 10, 2022	ACH Payment BLUE OAK CHARTER PAYROLL	3,557.17		
● May 09, 2022	ACH Payment BLUE OAK CHARTER PAYMENTS <i>Payroll</i>	619.75		
● May 06, 2022	<u>Check 11036</u>	3,164.12		
● May 06, 2022	<u>Check 11031</u>	1,020.34		
● May 06, 2022	<u>Check 11030</u>	329.40		
● May 05, 2022	<u>Check 11029</u>	130.73		
● May 05, 2022	<u>Check 10956</u>	30.00		
● May 05, 2022	POS Purchase SP 4THROWS <i>Supplies for Pentathlon - Games Teacher</i> 4THROWS.MYSHO WA #3136	176.91		
● May 05, 2022	POS Purchase POSTAL PLUS 530-8911626 CA #3136 <i>Postage</i>	35.54		
● May 04, 2022	<u>Check 11033</u>	284.79		
● May 04, 2022	<u>Check 11034</u>	257.96		
● May 03, 2022	<u>Check 11014</u>	286.42		
● May 03, 2022	ACH Payment BLUE OAK CHARTER PAYMENTS <i>Payroll</i>	4,565.00		
● May 03, 2022	ACH Payment SPRINT8006396111 ACHBILLPAY FUZYF4LYYKRHR9QV <i>Emergency Cell Phone</i>	33.00		
● May 03, 2022	POS Purchase SP LITTLE RED HE LITTLEREDHENN CA #3136 <i>Teacher Milestone Project supplies</i>	9.39		
● May 02, 2022	<u>Check 11009</u>	9,975.00		
● May 02, 2022	<u>Check 11028</u>	323.61		
● May 02, 2022	<u>Check 11026</u>	20.00		
● May 02, 2022	ACH Payment BLUE OAK CHARTER PAYMENTS <i>Payroll</i>	12,640.00		

Agenda Item: Accept Employee Resignations

Prepared by: Alexandra Archer

Charter Council Date: 06/21/2022

Background Information:

Blue Oak would like to accept the following Employee Resignations:

- Tace Higuchi, Substitute Teacher
- Jaqueline Lacefield, Substitute Teacher
- Nadine Bourell-Montoya, Independent Study Teacher



Local Control Accountability Report Local Indicators Report June 2022

State Data is not available for some priority areas identified in the Local Control Funding Formulas statute. For these priority areas, the state Board of education approved the local indicators which are based on information that a local education agency collects locally.

The table below shows the State Priorities and the Local Indicators associated with each priority. Priorities not mentioned do not have associated local indicators

State Priority	Indicator
Priority 1: Basic Services & Conditions at Schools	Textbooks availability, adequate facilities, and correctly assigned teachers.
Textbooks are available to all students. The facility was inspected by the safety team using the Facilities Inspection Tool and was found to be in good condition. Teachers are properly assigned within the current expectations of charter schools.	
Priority 2: Implementation of State Academic Standards	Annually report on progress in implementing the standards for all content areas.
State Academic Standards are implemented at Blue Oak. Materials and standardized assessments are aligned.	
Priority 3: Parent Engagement	Annually report progress toward: (1) seeking input from parents/guardians in decision making; and (2) promoting parental participation in programs.
Parents are represented on all councils and committees including the governing board (Charter Council) Finance Committee and Safety/Facilities Advisory. The Parent Council also supports school engagement through actively supporting activities including Festival life and the classroom community. Parent Square has been adopted as the school communication tool allowing faculty and staff to assure the most current information is available to all parents, and that they have received it. Work to increase the diversity of parents engaged in the school continues to be a goal for Blue Oak.	
Priority 6: School Climate	Administer a Local Climate Survey every other year
A climate survey was completed in 20-21 and will be again in 22-23	
Priority 7: Access to a Broad Course of Study	Annually report progress on the extent students have access to, & are enrolled in, a broad course of study.
All students have access to a broad course of study through the integration of art, music, social studies and sciences in the classroom block plans and specialties subjects.	

BLUE OAK CHARTER SCHOOL

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

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 Blue Oak Charter School;

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

DATED: _____, 2022.

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Blue Oak Charter School
Expenditures through: June 30, 2023
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	668,465.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		668,465.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	554,512.65
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	113,952.35
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299	
	7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		668,465.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00



BLUE OAK SCHOOL

A WALDORF-INSPIRED PUBLIC CHARTER (K-8)

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Blue Oak School

CDS Code: 04 61424 6119523

School Year: 2022-23

LEA contact information:

Susan Domenighini

Executive Director

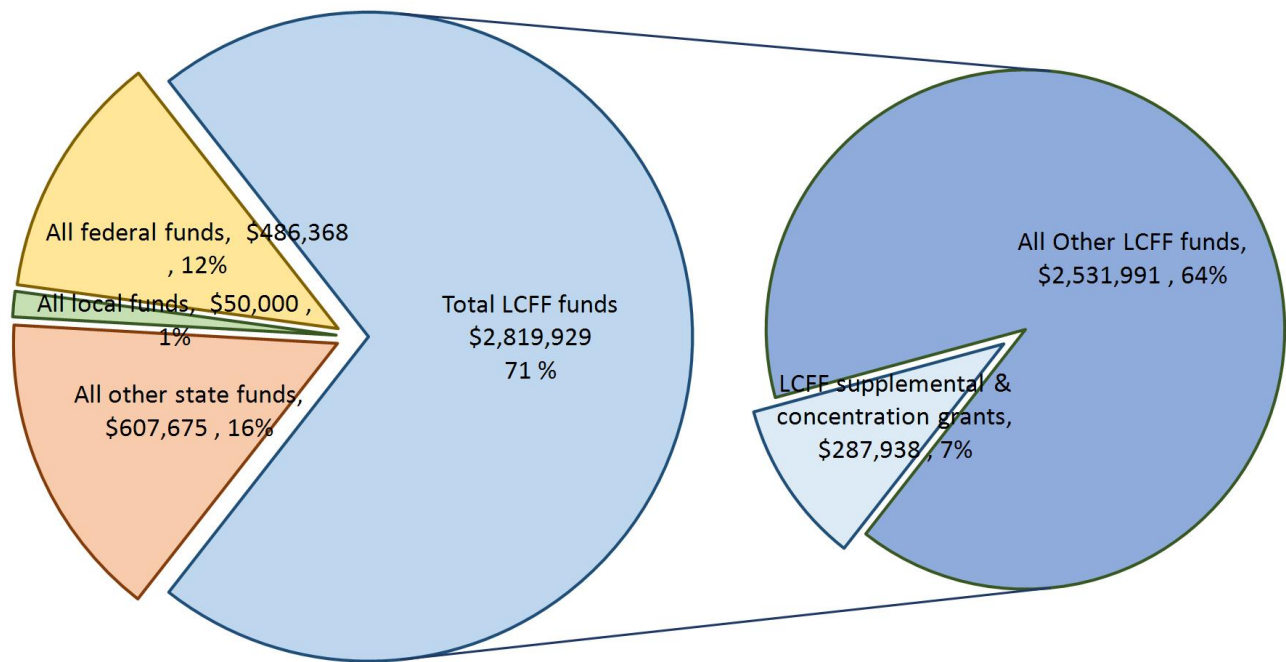
sdomenighini@blueoakcharterschool.org

(530) 879-7483 ext 2003

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

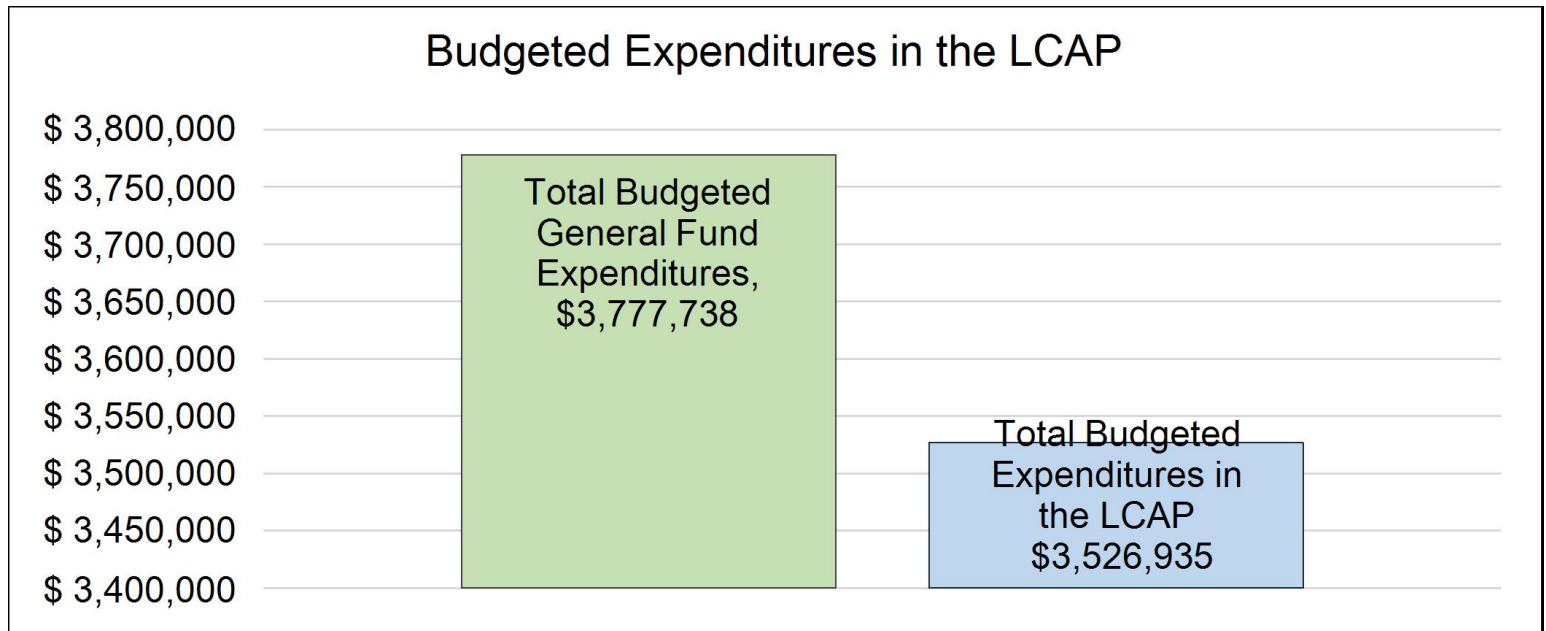


This chart shows the total general purpose revenue Blue Oak School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Blue Oak School is \$3,963,972, of which \$2,819,929 is Local Control Funding Formula (LCFF), \$607,675 is other state funds, \$50,000 is local funds, and \$486,368 is federal funds. Of the \$2,819,929 in LCFF Funds, \$287,938 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 Blue Oak School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Blue Oak School plans to spend \$3,777,738 for the 2022-23 school year. Of that amount, \$3,526,935 is tied to actions/services in the LCAP and \$250,803 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

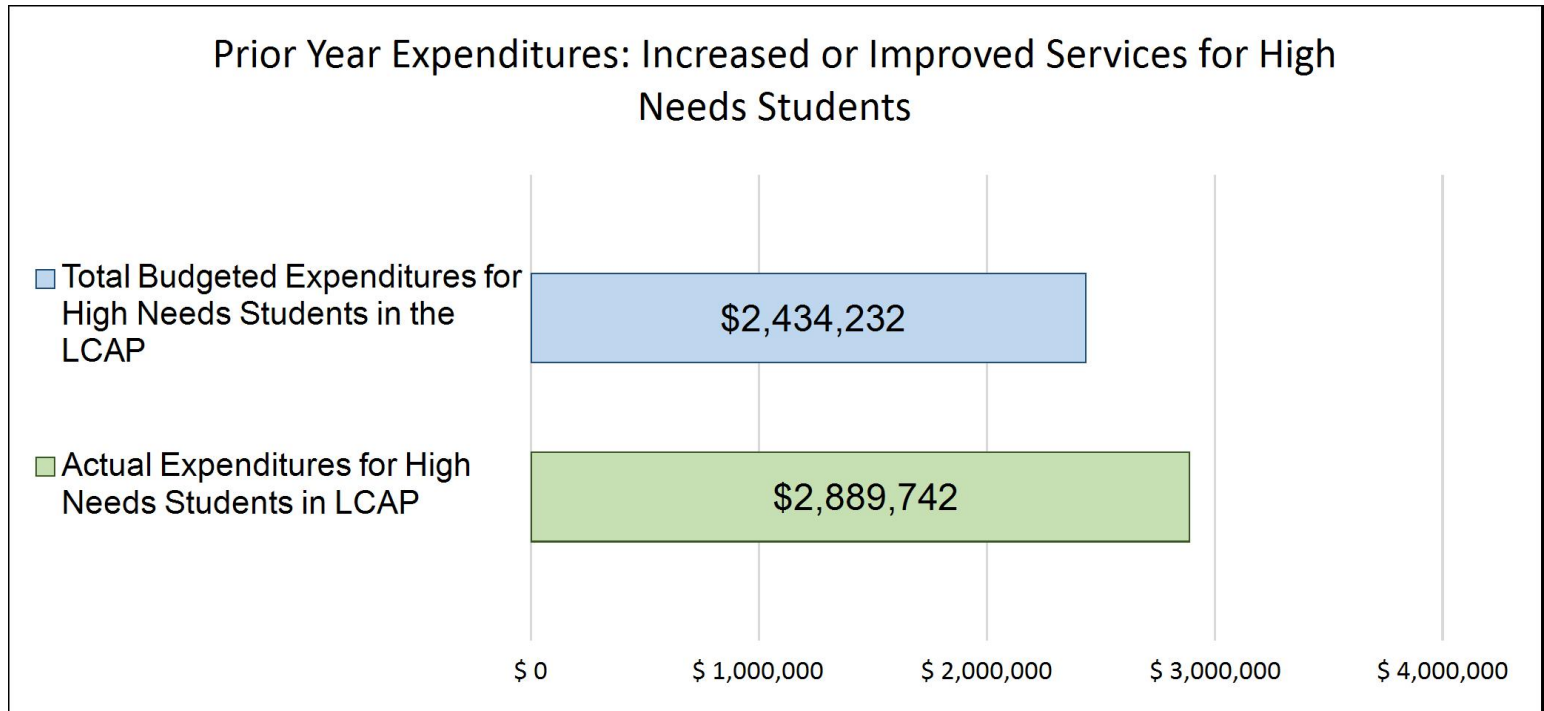
Amounts not budgeted in the LCAP consist of administrative expenses.

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

In 2022-23, Blue Oak School is projecting it will receive \$287,938 based on the enrollment of foster youth, English learner, and low-income students. Blue Oak School must describe how it intends to increase or improve services for high needs students in the LCAP. Blue Oak School plans to spend \$2,569,023 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 Blue Oak School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Blue Oak School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Blue Oak School's LCAP budgeted \$2,434,232 for planned actions to increase or improve services for high needs students. Blue Oak School actually spent \$2,889,742 for actions to increase or improve services for high needs students in 2021-22.



BLUE OAK SCHOOL

A WALDORF-INSPIRED PUBLIC CHARTER (K-8)

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
Blue Oak School	Susan ZM Domenighini Executive Director	sdomenighini@blueoakcharterschool.org 5308797483

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

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

Each year, in the Spring Blue Oak reaches out to its parents, staff, faculty, and other education partners for input on the use of LCAP funding.

This is done through Town Hall meetings, surveys, and individual interviews. New funding for COVID recovery were allocated based on previously established goals. Additional discussions at a committee and board levels have been used to consider additional changes to the funding allocations.

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.

Blue Oak has focused on an increase the paraprofessional staff allowing for increased differentiation and support of struggling students during the school day.

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.

Blue Oak utilized Town Hall Meeting stakeholder surveys (sent on 04/16/21), leadership review and discussion (04/01/21), committee meetings, board meetings (05/12/21), data review, and town hall meetings (held on 04/22/21) to develop the one-time federal funds plan. The timing coincided with the LCAP process, the two were integrated. Goals specifically designed for the federal funds are integrated into the LCAP for long term needs.

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.

Blue Oak utilized stakeholder surveys (sent on 04/16/21), leadership review and discussion (04/01/21), committee meetings, board meetings (05/12/21), data review, and town hall meetings (04/22/21) to develop the Expanded Learning Opportunities Grant Plan which correlates with the ESSER III funds and the LCAP process. Parents and community members representing the interests of children with disabilities, English Learners, homeless, foster and other underserved students were invited to participate in both the town hall meetings and the surveys.

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.

Blue Oak is using the fiscal resources received in the following manner: 1) Increase janitorial for sanitation and health office staff for COVID tracking and record keeping. 2) Purchase filters, air purifiers, masks, and other personal protective equipment. 3) Increase counselors hours to full time, increase behavior support, purchase materials, and regalia for use in supporting mental health. 4) Increase the afterschool programs and implement summer school. 5) Increase aide support to all classrooms 5) Purchase increased intervention materials for English Language Arts & Math 6) Reestablish Music and Movement specialties.

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/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/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



BLUE OAK SCHOOL

A WALDORF-INSPIRED PUBLIC CHARTER (K-8)

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
Blue Oak School	Susan Domenighini Executive Director	sdomenighini@blueoakcharterschool.org (530) 879-7483 ext 2003

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.

Vision: To be a model for successful education of the whole child.

Mission: To nurture and deepen each child's academic and creative capacities using methods inspired by Waldorf education in a public school setting.

Blue Oak Charter School ("Blue Oak" or "the Charter School") is a tuition-free Waldorf-inspired, K-8, public school that opened in September of 2001 with seventeen children and one teacher. Today the school supports approximately 300 children and 30 employees and represents families from all of Butte and surrounding counties. At Blue Oak, our first priority is to provide an education that excites and interests the students. Our Waldorf-inspired/Common Core-based curriculum helps develop a lifelong love of learning, and prepares each child for active & ethical citizenship; critical thinking, self-awareness, creative imagination, & social responsibility. The curriculum is molded by each teacher to address the individual and developmentally appropriate needs of the class. Science and Social Studies are interconnected with English, Math, art, music, and movement through storytelling. Kindergarten is play-based which helps students develop positive relationships and prepares them for the more academic work of the first grade and beyond. Classes loop, staying together with their teacher for multiple years. This increases the teacher's understanding of each student's needs and builds the strength of relationships that last into high school and beyond. Specialty subjects include Spanish, music, handwork, and & movement.

Reflections: Successes

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

Blue Oak faculty and staff can be incredibly proud of the strength, endurance, and resilience apparent during the COVID - 19 Pandemic again this year. Staff showed a strong and clear commitment to serving the needs of all students safely and with compassion, going above and beyond in many ways. Blue Oak parents showed true respect and consciousness for the safety of all, proven by our low incident rate and zero transmission rate this year.

Though state testing was not publicly shared during the 2020-21 school year Blue Oak utilized it as part of the local assessments. This allowed Blue Oak to help measure where the learners were academically and help the students continue to build their familiarity with the process. Blue Oak continued to keep its focus on student achievement with the use of iReady assessments twice annually. The professional development schedule was established. Next year, this will focus on behavior needs and MTSS training staff-wide.

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.

The 2019 dashboard is the last available due to the pandemic. It shows continuing concerns around chronic absenteeism and suspensions. Our informal site-level data shows chronic absenteeism will continue to be a concern. Suspensions have not been a concern during the pandemic due to the reduced on-site time. Suspension rates will need to be closely monitored. Test scores showed improvement in 2019,

but worries for learning loss due to pandemic restrictions show a need for continued focus on academics. Universal Design for Learning (UDL) a more robust support plan for absenteeism, Social Emotional Learning strategies are included in the LCAP to address these identified needs.

LCAP Highlights

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

Three goals were developed to align with the categories established by the state, Conditions of Learning, Pupil Outcomes, and Engagement. Actions established to support the attainment of the goals reflect input from the community. The financial component of the LCAP now reflects the full budget. Areas of the most focused change include increased focus on counseling and social emotional learning, continued curriculum development to improve English Language Arts instruction and the representation of diverse populations, extended learning support through the aide positions and through increased after school programs.

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.

Blue Oak is a single school Local Education Agency (LEA), as such our full program is eligible for comprehensive support and improvement.

Support for Identified Schools

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

Blue Oak develops support and improvement plans by reviewing the data from assessments, dash board, and stakeholder input.

Monitoring and Evaluating Effectiveness

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

Blue Oak monitors and evaluates the plan through regular work with Faculty, All Staff, Finance Committee, Leadership and Charter Council Meetings

Engaging Educational Partners

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

Blue Oak utilizes stakeholder surveys, leadership review and discussion (05/12/2022), committee meetings, board meetings, data review, and town hall meetings (3/22/2022) to develop the Expanded Learning Opportunities Grant Plan. The timing coincided with the LCAP process, the two were integrated. Goals specifically designed for the ELO Grant will be connected with the LCAP for long term needs.

A summary of the feedback provided by specific educational partners.

Blue Oak utilized the Whole Child Resource Map to engage the community in conversation around a safe,engaged,healthy challenged, and supported student body, families and staff.

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

Parents and staff stakeholder groups both requested and endorsed improved extended day programs for kindergarten and middle school, increased focus on diversity representation in our instructional materials and clearer planning for social emotional learning which was seen to specifically address chronic absenteeism and suspension rates. It was seen as important to include special needs students in the definition of diversity.

Goals and Actions

Goal

Goal #	Description
1	Provide a safe, healthy, equity based environment focused on meeting the needs of the whole child with well trained staff and a Common Core inclusive curriculum through a Waldorf inspired pedagogy.

An explanation of why the LEA has developed this goal.

Blue Oak developed this goal to address the Conditions of Learning including Common Core alignment, Course Access and Basic Services.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher alignment from California Teacher Credentialing	All classroom and core subject teacher credentials align with the assignments. 15% of our teachers are non-core subjects and are not fully credentialed	All classroom and core subject teacher credentials align with the assignments. 15% of our teachers are non-core subjects and are not fully credentialed this is a new requirement for charters from the State of California and a plan is being developed for credentialing the 2 part-time teachers.			All Teachers will be fully credentialed by 2024-25.
Meeting minutes for BOCC, Safety	Behavior Referrals 2019: 696 2021 FIT, 20-2021	2020-21 Behavior Referrals were not reflective of the work			Increased FIT assessment to an

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Committee, Staff Meetings completion records for: New site plan Annual Safety Plan Continue ALICE Mandated reporter FIT Surveys Counseling Services Behavior referrals	Counseling referrals not available	due to the COVID hybrid program. 2022 Behavior referrals: 85 as of March 2022, a significant decrease. counseling referrals: not available. BOCC continues to work with community contracts on a new site, estimated move-in is 7/2023.			average of 2. Reduce referrals by 10%
Review potential options to improve the healthy options for school lunches	Chico Unified's current nutrition offerings	Blue Oak began review of required work to move nutrition back to Blue Oak staff			Reduce prepackaged and high sugar content foods while maintaining or decreasing food waste.
Pedagogical Team notes Equity task force notes Faculty Minutes All Staff Minutes Block & Lesson Plans	Current materials listing and rubric.	Novel sets have been reviewed and listing per grade level established. A list of those we definitely wish to keep has been established. The Pedagogical Team will continue the review of the remaining lists for diverse representation.			Adopt standards for social justice, establish and implement criteria for materials choices through the grades.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Plan development Plan Implementation	There is no existing Professional Development Plan	A Professional Development calendar was established and implemented. Faculty asked that we choose and focus on one major area for 2022-23. representatives on Leadership recommended that behavior be the focus to support increasing student time in classes.			Establishes Professional Development Plan with two years of implementation.
Curriculum approval purchase and use iReady & CAASPP scores Block Plans IEP's	The math curriculum has been adopted. ELA adoption is in the pilot state. Block SPED / GE integration is not fully implemented. iReady use is at a medium level	CAASPP and iReady are fully implemented. Work to integrate SPED & GE services continue. Aides have been made available for classroom teachers at all levels to support SPED needs.			Full use of iReady and CAASPP data clear intervention strategies to be used throughout the grades, curriculum review and adoption process by 2024,
Master schedule	specialties address course access.	Research was done to see how we could better articulate our courses. Work still in progress.			Access to articulated courses for career tech education through use of available rubrics and potential grant funding.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher Assignment	Classroom teachers and support teachers are 100% aligned. Implement a three year plan to align Specialty Teachers to meet 2025 compliance alignment	\$1,938,523.00	No Yes
1.2	Support of physically safe environment	Plan for a new site by 2023. Continue Annual Safety Plan and training such as ALICE and Mandated reporter	\$910,907.00	No
1.3	Provide healthier lunch options	Review potential options to improve the healthy options for school lunches - no costs during 2021/22.		No
1.4	Address needs of EL, Foster Youth, Homeless, Low income, Special Education, & students of color Implementing Social Justice Standards Unpack the Waldorf language and curriculum to address equity Book sets Curriculum at a glance Festivals Field trips Other	Review for potential approval and Implementation Social Justice Standards Unpack the Waldorf language and curriculum to address equity Book sets Curriculum at a glance, Festivals, Field trips or other. Costs include activities, curriculum costs captured in Goal 1/ Action 6, faculty costs captured in Goal 1/ Action 1.	\$20,000.00	No Yes
1.5	Develop a formalized Professional Development Plan and planning process to assure	Clarity Professional Development needs and formalizes a plan including but not limited to: How new teachers/aides/support staff on-boarded Orientation traditions/expectations. Use of Waldorf/Other Mentors. Universal Design for Learning Common Core Curriculum Sadlier Bridges CPM	\$25,446.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		Waldorf Summer Art of & other Waldorf training Social Emotional Learning Restorative Practices Trauma-Informed Practices Non-Violent Communication Nurtured Heart, Anti-bias, Mentor/Induction support, SPED Assessments Collection and use of assessment data, Test prep How to choose assessments, how to use iReady, ELPAC Costs include professional development, faculty costs captured in Goal 1/ Action 1.		
1.6	Common Core Curriculum Adoption Standard Aligned instructional & intervention materials Sadlier Bridges CPM Block Integration SPED / GE integration	Aligned instructional & intervention materials Sadlier Bridges CPM Block Integration SPED / GE integration	\$81,000.00	No Yes
1.7	Course Access Specialties	Specialties Faculty costs captured in Goal 1/ Action 1.		No Yes

Goal Analysis [2021-22]

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

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

Action: Progress has been made on the new site. We hope to announce it this summer. The Equity Task Force continues to work on schoolwide engagement. The parent role will be re-established next year. A professional development calendar was established this year and will inform a plan moving forward this year. The inclusion of SPED students and high needs intervention students were improved using aides and specialists. More work needs to be done on SPED integration. Teachers are becoming comfortable with the ELA curriculum and beginning to individualize their use of it.

Two long-term goals that did not get significant attention were teacher assignments and nutrition.

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.

Any difference between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages are due to staffing or materials costs changes and do not represent a change in the plan.

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

Establishing a Professional Development calendar was a significant step forward in addressing professional development needs and setting up a better plan moving forward.

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.

The Leadership team is questioning the value of the annual work on the FIA and chose to based the improvement work and professional development on staff input. The FIA as a measure of outcome will be revisited in the future.

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	Provide an educational program that fully engages the whole child and family, supporting emotionally healthy individuals and community

An explanation of why the LEA has developed this goal.

Blue Oak developed this goal to address Pupil Outcomes including Student achievement and other student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Office staff job description Parent Council Minutes Parent Square posts School Calendar	Volunteering and parent involvement data will begin to be tracked in the 2021-22 school year. This was not tracked during the pandemic as restrictions significantly curtailed engagement. 100% of families received Parent Square notifications.	We were able to re-engage with parents in March of 2022 after state restrictions were reduced			Parent Square of other engagement platforms will continue to serve 100% of families. 70% of families will engage in volunteering, events or communication annually.
Training and implementation plans	FIA assessment of Universal Design for Learning	A professional development schedule was implemented including Universal			Achieve a minimum of a 2 on the FIA assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Design for Learning. 2022-23 will focus on behavior training and support including PBIS			
SEL implementation Social work interns	Establish a plan for increasing the focus on social emotional learning.	We lost significant staff mid year. Plans were established but we struggled with implementation. We continue to focus on SEL implementation through our behavior team.			Full implementation of Social Emotional Learning plan

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Involvement	Improve Parent Support including Volunteer Coordinator New Parent Orientation Parent Council Support Festival Support Support Parent to Parent Connection Website improvement Parent Square Acorn Other notifications Parent Education Class Meetings Schoolwide Nights Festivals and Concerts Representative Council. Costs include parent communications, faculty costs captured in Goal 1/ Action 1.		No Yes
2.2	Student Engagement	Universal Design for Learning Differentiation Growth Mindset Pre-school program - 2021/22 costs captured in Goal 1/ Action 1.		No Yes
2.3	School Climate	Integrated Services Family Support Social-Emotional Support Trauma-Informed Environment Restorative practices Student Leadership	\$47,006.00	No

Action #	Title	Description	Total Funds	Contributing
		Group Increase students' understanding of caring for their mental health and well-being. Reduce chronic absences. Reduce suspensions. Continue staff support: Employee Assistance Program Standard Operating Procedures & Policies Student Staff / Human Resources Columns of Clarity 3 D's		

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.

Social Emotional Learning - Some progress, but loss of counselor slowed the progress this year
 Universal Design for Learning - Beginning training and progress
 Student Leadership re-established
 Chronic Attendance - difficult to address do to COVID concerns
 Continued Employee Assistance
 Festival support staff position established

No Action -
 Fidelity Integrity Assessment - completed in April
 Volunteerism still low due to COVID limitations
 Civic Engagement - beyond the classroom

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.

Any difference between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages are due to staffing or materials costs changes and do not represent a change in the plan.

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

Increasing office staff to include Festival Support was seen as an effective support for Parents and Faculty in planning the Harvest Festival and May Faire. Increased use of Parent Square and website improvements helped with communication. The professional development calendar was a first step towards a more organized and consistent plan for Professional Development and training.

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

There are no plans to change the current goals.

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

Goals and Actions

Goal

Goal #	Description
3	Provide a strong academic program designed to meet the needs of the whole child.

An explanation of why the LEA has developed this goal.

Blue Oak developed this goal to address Engagement including Parent Involvement Student Engagement and School Climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Formal assessments	2019 dashboard is yellow in both English Language Arts and Mathematics. Both areas show Blue Oak to be below standards	The dashboard was not available in 2020 or 2021. we continue to track assessments and see improvement in local assessment measures.			Achieve green or blue on the school dashboard. Reduct numbers belop standard by 5 points per year.
Master schedule Field trip plans Block plans Student work	Developed and measured by individual teachers through block planning.	Experiential learning decreased significantly during the the COVID 19 pandemic. Teachers continued to implement both civic engagement and experiential learning in the school environment as practical.			Have a consistent plan developed and implemented focusing on experiential learning and civic engagement

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Achievement Assessments	Establish a Standardized Assessment schedule in ELA for K-8 in addition to iReady when appropriate. Review Aeries Analytics for potential full implementation. Improve reading materials and review reading instruction plan for grades1-4. Strengthen Math Program Common formative and summative assessments for grade-level partners Interventions Special Education Increase afterschool programs for middle school to include Math Reading Handwork Chess Student Leadership/Civics Kindergarten hours	\$504,054.00	No Yes
3.2	Other Student Outcomes	Civic Engagement Critical Thinking / Problem Solving Experiential Learning Handwork Field trips Garden Costs captured in Goal 1/ Action 1and Goal 3/ Action 1.		No Yes

Goal Analysis [2021-22]

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

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

Action: An afternoon Kindergarten/extended day program was established to support the activity of students and the care needs of families. Math and English Language support were extended to all grade classrooms. The Reading Groups were assessed and redesigned to address the consistency of assessments and combining 2nd and 3rd grade. This improves our use of resources and better fits the Response to Intervention model. A two-week summer school session was established. Field trips were re-established. The afterschool program for the grades was increased through one additional weekly Handwork Club session.

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.

Any difference between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages are due to staffing or materials costs changes and do not represent a change in the plan.

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

The afternoon Kindergarten/extended day was effective in increasing the support of families for care. The COVID restrictions on eating indoors and other activities made it difficult. The removal of these requirements will allow us to strengthen the program next year. Increased academic support in the classrooms and the redesign of the reading groups appears to have been a good first step in improving our academic program. The summer school program was also a good first step, but improved data tracking is needed to measure it's effectiveness.

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.

Blue Oak will continue to evaluate the afterschool, afternoon kindergarten, academic supports and summer school for opportunities to improve services.

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)
\$287,938	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
11.37%	0.00%	\$0.00	11.37%

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

Required Descriptions

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

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

Blue Oak will use support staff faculty and Chico State interns to implement important supports to foster, homeless English learnings and low-income youth. This will be done through Increase mental health and behaviour support services, increased ELA support, Increase classroom aide support and afterschool programs

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	21:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	15:1

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,432,894.00	\$607,674.00		\$486,368.00	\$3,526,936.00	\$2,381,093.00	\$1,145,843.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher Assignment	All English Learners Foster Youth Low Income	\$1,526,754.00	\$47,644.00		\$364,125.00	\$1,938,523.00
1	1.2	Support of physically safe environment	All	\$603,378.00	\$307,529.00			\$910,907.00
1	1.3	Provide healthier lunch options	All					
1	1.4	Address needs of EL, Foster Youth, Homeless, Low income, Special Education, & students of color Implementing Social Justice Standards Unpack the Waldorf language and curriculum to address equity Book sets Curriculum at a glance Festivals Field trips Other	All English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
1	1.5	Develop a formalized Professional Development Plan and planning process to assure	All English Learners Foster Youth Low Income		\$25,446.00			\$25,446.00
1	1.6	Common Core Curriculum Adoption Standard Aligned instructional & intervention materials Sadlier Bridges CPM	All English Learners Foster Youth Low Income	\$63,770.00	\$17,230.00			\$81,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Block Integration SPED / GE integration						
1	1.7	Course Access Specialties	All English Learners Foster Youth Low Income					
2	2.1	Parent Involvement	All English Learners Foster Youth Low Income					
2	2.2	Student Engagement	All English Learners Foster Youth Low Income					
2	2.3	School Climate	All Students with Disabilities	\$47,006.00				\$47,006.00
3	3.1	Student Achievement Assessments	All Students with Disabilities English Learners Foster Youth Low Income	\$171,986.00	\$209,825.00		\$122,243.00	\$504,054.00
3	3.2	Other Student Outcomes	All Students with Disabilities English Learners Foster Youth Low Income					

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
\$2,531,991	\$287,938	11.37%	0.00%	11.37%	\$1,782,510.00	0.00%	70.40 %	Total:	\$1,782,510.00
								LEA-wide Total:	\$1,782,510.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,782,510.00

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	Teacher Assignment	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,526,754.00	
1	1.4	Address needs of EL, Foster Youth, Homeless, Low income, Special Education, & students of color Implementing Social Justice Standards Unpack the Waldorf language and curriculum to address equity Book sets Curriculum at a glance Festivals Field trips Other	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
1	1.5	Develop a formalized Professional Development Plan and planning process to assure	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

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	1.6	Common Core Curriculum Adoption Standard Aligned instructional & intervention materials Sadlier Bridges CPM Block Integration SPED / GE integration	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$63,770.00	
1	1.7	Course Access Specialties	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	2.1	Parent Involvement	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	2.2	Student Engagement	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
3	3.1	Student Achievement Assessments	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$171,986.00	
3	3.2	Other Student Outcomes	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,557,219.00	\$3,837,521.00

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	Teacher Assignment	No Yes	\$2,129,173.00	\$2,191,851
1	1.2	Support of physically safe environment	No Yes	\$857,356.00	\$903,540
1	1.3	Provide healthier lunch options	No Yes		
1	1.4	Address needs of EL, Foster Youth, Homeless, Low income, Special Education, & students of color Implementing Social Justice Standards Unpack the Waldorf language and curriculum to address equity Book sets Curriculum at a glance Festivals Field trips Other	No Yes	\$32,000.00	\$14,074
1	1.5	Develop a formalized Professional Development Plan and planning process to assure	No Yes	\$5,000.00	\$9,451
1	1.6	Common Core Curriculum Adoption Standard Aligned instructional &	No	\$93,200.00	\$123,430

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)
		intervention materials Sadlier Bridges CPM Block Integration SPED / GE integration	Yes		
1	1.7	Course Access Specialties	No Yes		
2	2.1	Parent Involvement	No Yes	\$3,000.00	
2	2.2	Student Engagement	No Yes		
2	2.3	School Climate	No Yes	\$93,451.00	\$52,109
3	3.1	Student Achievement Assessments	No Yes	\$344,039.00	\$543,066
3	3.2	Other Student Outcomes	No Yes		

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)
\$239,935	\$2,434,232.00	\$2,539,449.00	(\$105,217.00)	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	1.1	Teacher Assignment	Yes	\$1,462,181.00	\$1,515,026.00		
1	1.2	Support of physically safe environment	Yes	\$563,410.00	\$593,858.00		
1	1.3	Provide healthier lunch options	Yes				
1	1.4	Address needs of EL, Foster Youth, Homeless, Low income, Special Education, & students of color Implementing Social Justice Standards Unpack the Waldorf language and curriculum to address equity Book sets Curriculum at a glance Festivals Field trips Other	Yes	\$32,000.00	\$14,074.00		
1	1.5	Develop a formalized Professional Development Plan and planning process to assure	Yes	\$5,000.00	\$9,451.00		
1	1.6	Common Core Curriculum Adoption Standard Aligned instructional & intervention materials Sadlier Bridges CPM	Yes	\$79,985.00	\$91,084.00		

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)
		Block Integration SPED / GE integration					
1	1.7	Course Access Specialties	Yes				
2	2.1	Parent Involvement	Yes	\$3,000.00			
2	2.2	Student Engagement	Yes				
2	2.3	School Climate	Yes	\$93,451.00	\$79,615.00		
3	3.1	Student Achievement Assessments	Yes	\$195,205.00	\$236,341.00		
3	3.2	Other Student Outcomes	Yes				

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)
	\$239,935		0.00%	\$2,539,449.00	0.00%	0.00%	\$0.00	0.00%

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/fg/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/fg/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

Blue Oak Charter School

Multi-Year Forecast

Revised 6/09/2022



	2022-23	2023-24	2024-25
	Budget	Forecast	Forecast
Assumptions			
LCFF COLA	9.85%	5.38%	4.02%
Non-LCFF Revenue COLA	n/a	0.00%	0.00%
Expense COLA	2.00%	2.00%	2.00%
Enrollment	282.00	300.00	300.00
Average Daily Attendance	265.08	282.00	282.00
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	\$ 1,450,370	\$ 1,712,871	\$ 1,840,050
8012 Education Protection Account	668,465	711,134	711,134
8096 In Lieu of Property Taxes	701,094	745,845	745,845
	<u>2,819,929</u>	<u>3,169,849</u>	<u>3,297,028</u>
Federal Revenue			
8181 Special Education - Entitlement	34,000	35,250	37,500
8290 Title I, Part A - Basic Low Income	68,790	73,181	73,181
8291 Title II, Part A - Teacher Quality	9,453	10,056	10,056
8296 Other Federal Revenue	374,125	210,000	10,000
	<u>486,368</u>	<u>328,487</u>	<u>130,737</u>
Other State Revenue			
8311 State Special Education	209,825	223,218	223,218
8545 School Facilities (SB740)	307,529	327,159	327,159
8550 Mandated Cost	4,436	4,862	5,172
8560 State Lottery	60,438	64,296	64,296
8599 Other State Revenue	25,446	25,446	25,446
	<u>607,675</u>	<u>644,981</u>	<u>645,291</u>
Other Local Revenue			
8699 School Fundraising	50,000	50,000	50,000
	<u>50,000</u>	<u>50,000</u>	<u>50,000</u>
Total Revenue	\$ 3,963,972	\$ 4,193,317	\$ 4,123,056
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	1,159,245	1,182,430	1,206,078
1170 Teachers' Substitute Hours	34,777	35,473	36,182
1175 Teachers' Extra Duty/Stipends	35,000	35,700	36,414
1300 Administrators' Salaries	107,150	109,293	111,479
	<u>1,336,173</u>	<u>1,362,896</u>	<u>1,390,154</u>
Classified Salaries			
2100 Instructional Salaries	159,030	162,210	165,454
2400 Clerical and Office Staff Salaries	164,084	167,366	170,713
2900 Other Classified Salaries	165,737	169,052	172,433
	<u>488,851</u>	<u>498,628</u>	<u>508,600</u>
Benefits			
3101 STRS	255,209	260,313	265,519
3202 PERS	124,021	125,654	125,116
3301 OASDI	30,309	30,915	31,533
3311 Medicare	26,463	26,992	27,532
3401 Health and Welfare	104,000	106,080	108,202
3501 State Unemployment	1,466	587	587
3601 Workers' Compensation	14,600	14,892	15,190
	<u>556,068</u>	<u>565,433</u>	<u>573,679</u>

Blue Oak Charter School

Multi-Year Forecast

Revised 6/09/2022



	2022-23	2023-24	2024-25
	Budget	Forecast	Forecast
Books and Supplies			
4100 Textbooks and Core Curricula	5,000	5,426	5,534
4200 Books and Other Materials	18,000	19,532	19,923
4302 School Supplies	32,000	34,723	35,418
4305 Software	20,000	21,702	22,136
4310 Office Expense	20,000	21,702	22,136
4311 Business Meals	3,600	3,906	3,985
4400 Noncapitalized Equipment	6,000	6,511	6,641
	104,600	113,502	115,772
Subagreement Services			
5101 Nursing	24,000	26,043	26,563
5102 Special Education	220,754	239,542	244,332
5105 Security	2,510	2,724	2,778
	247,264	268,308	273,674
Operations and Housekeeping			
5201 Auto and Travel	5,000	5,426	5,534
5300 Dues & Memberships	5,025	5,453	5,562
5400 Insurance	42,113	45,697	46,611
5501 Utilities	70,000	75,957	77,477
5502 Janitorial Services	12,420	13,477	13,747
5900 Communications	6,000	6,511	6,641
5901 Postage and Shipping	1,600	1,736	1,771
	142,158	154,256	157,341
Facilities, Repairs and Other Leases			
5601 Rent	618,000	618,000	618,000
5603 Equipment Leases	16,000	17,362	17,709
5610 Repairs and Maintenance	6,000	6,511	6,641
	640,000	641,872	642,350
Professional/Consulting Services			
5801 IT	10,000	10,851	11,068
5802 Audit & Taxes	14,000	14,280	14,566
5803 Legal	6,000	6,120	6,242
5804 Professional Development	25,446	27,612	28,164
5805 General Consulting	28,700	31,143	31,765
5806 Special Activities/Field Trips	20,000	21,702	22,136
5809 Other taxes and fees	10,000	10,851	11,068
5810 Payroll Service Fee	8,000	8,681	8,854
5811 Management Fee	79,279	83,866	82,461
5812 District Oversight Fee	28,199	31,698	32,970
5815 Public Relations/Recruitment	12,000	12,240	12,485
	241,625	259,044	261,781
Depreciation			
6900 Depreciation Expense	-	-	-
	-	-	-
Interest			
7438 Interest Expense	21,000	-	-
	21,000	-	-
Total Expenses	\$ 3,777,738	\$ 3,863,940	\$ 3,923,351
Surplus (Deficit)	\$ 186,233	\$ 329,377	\$ 199,705
Fund Balance, Beginning of Year	\$ 648,678	\$ 834,911	\$ 1,164,288
Fund Balance, End of Year	<u>\$ 834,911</u>	<u>\$ 1,164,288</u>	<u>\$ 1,363,994</u>
	22.1%	30.1%	34.8%

Blue Oak Charter School

Multi-Year Forecast

Revised 6/09/2022



	2022-23	2023-24	2024-25
	Budget	Forecast	Forecast
Cash Flow Adjustments			
Surplus (Deficit)	186,233	329,377	199,705
Cash Flows From Operating Activities			
Depreciation/Amortization	-	-	-
Public Funding Receivables	25,294	13,825	47,462
Prepaid Expenses	-	-	-
Accounts Payable	(19,456)	270	20
Accrued Expenses	-	-	-
Summer Holdback	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Cash Flows From Financing Activities			
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	191,897	343,472	247,187
Cash, Beginning of Year	39,842	231,739	575,211
Cash, End of Year	\$ 231,739	\$ 575,211	\$ 822,398

Sustainable School Proposal

June 2022

Blue Oak School's strategic plan asked that the issue of sustainable schools be addressed to help balance workloads and funding to support the Waldorf-inspired program

Proposal:

Enrollment & Educational Program

Beginning in 2022-23 Blue Oak will increase grade-level classes to 30 per class, supporting four specialties and a minimum part-time aide in each class.

Specialties

- Movement
- Handwork/Practical Skills
- Music
- Spanish

Beginning in 2022-23 Blue Oak will expand the Transitional Kindergarten program to allow students turning 5 by February 2nd. Blue Oak will continue to follow the plan for increased Transitional Kindergarten.

Additionally Blue Oak will continue to work to establish a preschool program on site and engage develop an Expanded Learning Program to support after-school and summer school programs

PS	TK	K	1	2	3	4	5	6	7	8	T
24*	30*	30*	30	30	30	30	30	30	30	30	324

*Kindergarten and PreKindergarten Programs allow flexibility in the class and may vary based on final program design.



Universal Prekindergarten Planning and Implementation Grant

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.

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Blue Oak School	Susan Domenighini Executive Director	sdomenighini@blueoackcharterschool.org	(530) 879-7483

1. Please complete the following table:
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]
 - a. No
3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan? [open response]

N/A



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 2025–26.¹ Complete the following tables.²

Table: Projected Student Enrollment

¹ If the administration of kindergarten will be impacted by the implementation of UPK, (for example, through the use of combination classes), add additional rows to the table and develop estimates for the number of kindergarten students, classrooms, teachers, and teacher's assistants will be needed, in addition to those estimates that are required for reporting to CDE.

² See the implementation schedule above for changes in teacher/adult ratios over the implementation period.



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)	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	8	9	15	20	25	25
CSPP (if applicable)	0	0	0	10	20	24

Table: Facilities Estimates (Cumulative)

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	2	2	2	3	3	3
CSPP Classrooms	0	0	0	1	1	1
Head Start or Other Early Learning and Care Classrooms	0	0	0	0	0	0

Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	4	4	5	7	7	7



Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
Including K staff						
TK Teacher's Assistants	2	2	3	4	4	4
CSPP (if applicable)	0	0	0	2	2	2
Other CSPP Classroom Staff (if applicable)	1	1	1	1	1	1
Early Education District-level staffing (if applicable)	N/A	N/A	N/A	.5	.5	.5

- 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	0	10	15	20

Table: Projected Number of Slots Available for TK Students

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP	0	0	0	10	15	20
Head Start	N/A	0	0	0	0	0
ASES Program/ELO-P	0	0	0	15	20	20

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.

Recommended Planning Questions

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

1. What is the LEA's vision for UPK?

Blue Oak School is committed to the success of each student and the excellence of every educator and recognizes the importance of a strong early education system. Blue Oak's Universal Pre/ Kindergarten vision ensures that our students have access to a high-quality early education that meets their developmental and social-emotional needs. Blue Oak currently serves Transitional Kindergarten students and intends to continue this service expanding to younger four year olds. This year, Blue Oak began planning for the expanded UPK program to start in the fall of 2022. Transitional Kindergarten will continue to be served through our current Kindergarten program with an additional 14 students and an additional classroom by 2024. Blue Oak worked with current Kindergarten teachers and staff to help in developing the plan. Site visits to established programs, planning workshops and collaboration with other early childhood education experts.

2. In addition to TK, what service delivery models will be integrated to offer UPK programming, including the nine hours of total extended learning and care programming around the TK instructional time for families that opt in? In developing this component of the plan, LEAs should include partners such as CSPP, Head Start, and other early learning and care providers to ensure local services and funding are maximized and coordinated in response to parental needs and choice. [open response]

Blue Oak plans to offer both Transitional Kindergarten and Preschool at its Chico site through CSPP and ELOP.



3. Describe the planned administrative structure that will support and monitor the UPK program and facilitate connections with the ELO-P as well as non-LEA-administered early learning and care programs that will support the extended learning components of UPK.

Blue Oak will utilize the current administrative structure to support and monitor the UPK, ELO-P and non-LEA programs. Blue Oak will utilize the planning year to assess the need for increased administrative level support for the new programs.

4. Identify and assign each individual that will be responsible for key functions pertaining to implementing UPK (for example, academic or educational services, early childhood, facilities, human resources and labor, special education, English learner or multilingual programs, partnerships, including early learning and care and ELO-P, assessment and data collection, professional learning, workforce recruitment and preparation support, or others).

Blue Oak has established a team, currently including trained pre-school and early learning educators within the community who have an understanding and experience in the Waldorf curriculum. Additional resources available will include Special Education, human resources, English Learning and Chico Area Recreation, our current after school provider.

5. Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level.

See above

6. Describe how the LEA's proposed UPK model will be integrated with the district's LCAP.

N/A

7. Describe how the LEA plans to ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process.

Blue Oak utilizes Universal Design for Learning engaging all students in the general education environment. Students with disabilities will be assessed through the Special Education process. Specific needs and goals will be determined through the IEP process including Special Education and General Education staff.

8. Describe how the LEA plans to support sites in building connections between them and ELO-P, as well as early learning and care partners.



Blue Oak will build on the current connections with early learning, and expanded learning partners such as members of the Local Child Care Planning Council, Chico Area Recreation District, charter leaders, and The Alliance for Public Waldorf.

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]
 - a. TK and kindergarten combination classes
 - b. CSPP and TK combination classes (CSPP funding and ADA funding)
 - c. Locally-funded preschool and TK combination classes
 - d. CSPP stand-alone classes

2. Does the LEA plan to implement full-day TK, part-day TK, or both?³

- a. Both

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.

Blue Oak will build on its current TK model combining TK with Kindergarten programs. During the planning year the CCSP/TK option or standalone classes will be considered.

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract?

- a. Yes - the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the legislature)

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]

³ The minimum length of instructional time that must be offered to constitute a school day is 180 minutes (*EC* sections 46117 and 46201). By statute, the maximum school day in kindergarten is four hours ("part day") (*EC* Section 46111). However, *EC* Section 8973 allows schools that have adopted an early primary program (extended-day kindergarten or "full day") to exceed four hours. Furthermore, *EC* Section 48000 states that a TK shall not be construed as a new program or higher-level service. In general, the number of required instructional minutes for TK is 36,000 minutes per year.



- a. Three-year-old children
 - b. Four-year-old children who will not be enrolled in TK in the current school year
 - c. Four-year-old children who will be enrolled in early admittance TK on their fifth birthday but who are not yet enrolled because their birthday does not fall in the range for which LEAs are fully funded to support TK. (Note: children whose birthdays fall outside of this range can be served in TK at LEA option from the beginning of the school year, but LEAs only generate ADA after the child's fifth birthday.)
 - d. Four-year-old children who are enrolled in TK, including early admittance TK (CSPP would provide extended learning and care in addition to the TK instructional day).
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)
 - i. Yes
 - b. 2023–24 (Birthdays April 3 or after) [select one]
 - i. Yes
 - c. 2024–25 (Birthdays June 3 or after) [select one]
 - i. Yes



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]
 - a. Parent Council Meetings
 - b. Family or parent surveys
 - c. Special Education Local Plan Area (SELPA)
 - d. Finance Committee
 - e. Charter Council
 - f. LCAP educational partners input sessions
 - g. Community engagement meetings
 - h. Local Childcare Planning Council Meetings
 - i. Butte County Charter Leaders
 - j. Local Quality Counts California (QCC) consortia meetings
 - k. 211, First Five, Head Start Policy Council and other local service Other local agencies and appropriate.
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]
 - a. Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)
 - b. CSPP (on an LEA site)
 - c. LEA preschool funded with Title I of the Every Student Succeeds Act funds



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 v, 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.
1. 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?

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]
 - a. 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
 - b. Apply for a California Classified School Employee Teacher Credentialing Program grant (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog>) on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers
 - c. Apply for a California Teacher Residency Grant Program (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program>) on your own, as part of a new collaborative, or by joining an existing Teacher Residency Grant Program to recruit and prepare individuals with a bachelor's degree who want to become teachers in your LEA
 - d. Join an existing intern preparation program to recruit and prepare teachers for your LEA
 - e. Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA
 - f. 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
 - g. Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA
 - h. Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services
 - i. Apply for workforce development funding and competitive grant opportunities from the CDE
 - j. Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential
 - k. Provide advising on credential requirements and options for how to meet these requirements
 - l. Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs, open response]
 - m. Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential



- n. Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential
 - o. Other [describe, open response]
 - p. None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators
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]
- a. Partner with a local IHE offering eligible early childhood education or childhood development coursework
 - b. Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units
 - c. Provide information on scholarship and grant opportunities
 - d. Apply for workforce development funding and grant opportunities
 - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
 - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
 - g. Provide advising on requirements and how to meet the requirements
 - h. Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers
 - i. Develop or work with an established mentorship program to support new TK teachers
 - j. Currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC. Blue Oak will utilize the resources needed and available going forward with staffing.
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]
- a. Partner with a local IHE offering eligible early childhood education or childhood development coursework
 - b. Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit
 - c. Provide information on scholarship and grant opportunities
 - d. Apply for workforce development funding and grant opportunities



- e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
 - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
 - g. Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements
 - h. Offer unit-bearing coursework at a local district site during times that work for teachers
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?

Blue Oak Currently uses:

- a. LEA-based, grade level benchmarks and a report card
- b. Work Sampling System

Blue Oak will further investigate assessment systems designed for early learning. Professional learning will be included to support staff on the chosen assessments.

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals?
- a. Effective adult-child interactions
 - b. Waldorf Early Learning
 - c. Children's literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)
 - d. Implicit bias and culturally- and linguistically-responsive practice
 - e. ACEs and trauma- and healing-informed practice
 - f. Administration and use of child assessments to inform instruction
 - g. Support for multilingual learners, including home language development and strategies for a bilingual classroom
 - h. Serving children with disabilities in inclusive settings, including Universal Design for Learning
 - i. Engaging culturally- and linguistically-diverse families



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]
 - a. 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]
 - a. English-only instruction with home-language support
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]
 - a. Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model
 - b. Implement the CSEFEL Pyramid Model in the classroom
 - c. 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)
 - d. Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings



- e. Use developmental observations to identify children's emerging skills and support their development through daily interactions
 - f. 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
 - g. Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills
 - h. Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning
4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]
- a. Implement Universal Design for Learning
 - b. Provide adaptations to instructional materials
 - c. Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models
 - d. Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others
 - e. Provide additional staff to support participation in instruction
5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]
- a. LEA-based grade level benchmarks and a report card
 - b. WSS
 - c. Unsure – Blue Oak will review possible assessment tools to look at standardized assessments.

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?

Blue Oak's current facility has classrooms which will allow for expansion of the program without displacing current programs.

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]
3. Does the space meet the kindergarten standards described in *California Code of Regulations*, Title 5, Section 14030(h)(2)? [multiple choice]
 - a. Yes
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]
 - a. Yes
 - i. Further assistive technology may be required based on the needs of the students.
5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]
 - a. Yes
6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]



- a. None of the above
7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]
- a. 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?
- a. No transportation is currently planned



CHICO UNIFIED

SCHOOL DISTRICT

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May 9, 2022

To: Susan Domenighini, Blue Oak Charter School
From: Vince Enserro, Director of Nutrition Services
Subject: MOU Regarding Cafeteria Assistant Position for the 2022-2023 School Year

The following outlines the Memorandum of Understanding between the Chico Unified School District and Blue Oak Charter School with respect to Nutrition services for the 2022-23 school year:

1. Blue Oak Charter School will hire a 6.5-hour Cafeteria Assistant to work 179 days starting the day before school starts and ending the last day of school. BOCS will provide their own substitute in the case of an absence. The Cafeteria Assistant will provide meal services to the students at BOCS. This person will also be responsible for following all the state and federal guidelines for the NSLP. (Training provided by CUSD Nutrition)
2. The Cafeteria assistant will work under the direction of the CUSD Director of Nutrition or Nutrition Supervisor. The Nutrition program will be monitored and reviewed by CUSD Nutrition Team per the CDE and USDA guidelines.
3. The Chico Unified School District will credit Blue Oak Charter School as follows:
Hourly rate for Cafeteria Assistant: \$15.43
Payroll taxes: \$6.03
Total Hourly rate: \$21.46
Total 6.5 hours a day for 179 for a total payment of \$24,968.71, this total will be split and paid quarterly.
4. The CUSD Director of Nutrition must approve any other expenses including extra time, extra inventory and anything related to the NSLP.
5. The BOCS meal program is required to cover any additional cost that maybe incurred; this includes lack of reimbursement to cover the operating cost. The operating cost are based on labor, food and supply, unpaid meal charges, small wares equipment replacement or any outstanding cost associated with the program. The costs are based on an average cost of a breakfast is \$1.98 lunch \$2.35, minus labor and ending inventory. To cover these costs BOCS needs to have an average 72 breakfast for 179 days and 128 lunches for 179 days.
6. This MOU is subject to change at any time during the school year, at the discretion of the Director of Nutrition for Chico Unified School District.

Blue Oak Charter School:

For the Chico Unified School District:

Signature

Date

Signature

Date



Executive Director's Report

Susan Domenighini

June 21, 2022

State Budget

- The is required to pass the budget by June 15th. However, that does not mean they are in full agreement with the Governor, and there will still be details to work out. f these Ofe of these details includes hold-harmless. The outcome of this will significantly affect Blue Oak.

Summer Workload

- The annual audit is currently underway.
- The facilities and maintenance staff are working diligently on the annual summer cleaning so that teachers can have access to their rooms again by July 1st.
- Office staff continues their work to prepare for fall registration days, set up interviews and onboard new staff, and finalize and close 2021-22 files.

MTSS

- The grant received for MTSS (Multiple Systems of Support) allows funding to send staff to the annual conference. Members of our leadership team will be attending in July. Hunter Hamblin, Chairun Combs, Sarah Lee, & Amber Bass.

Summer School

- Staffing is short for summer school. We will complete the planning this week. I should have more to share at the meeting.

Staffing

- Assistant Director - Rachel Ceja's resignation brings the opportunity to review the position based on the changing needs of Blue Oak. Special Education will still be

a priority but with the expansion of PreK funding and Expanded Learning, it seems valuable to step back and review our needs. An Interim Position may be valuable this year in order to best review and plan for the future.

- Aides
 - Postings will go out this week for new hires. We have had both requests for a reduction in hours and resignations. Kellie Machi is reviewing IEP's for SPED hours to assure classes have the required support
- Other Open Positions
 - Kitchen-CUSD has updated the MOU requiring charters to supply their own staff to cover the kitchen. They will cover the cost. Buck and I have already been in discussion on this and are devising a plan.
 - Spanish teacher, School Psych, School Counselor



June 9, 2022

Senate Budget Committee Passes a Budget Proposal

Today the Senate Budget Committee approved [Assembly Bill 154](#) which reflects their version of a budget bill for 2022-23 on a party line vote. The full Senate is expected to vote on this bill on Monday. The Assembly Budget Committee has scheduled a hearing for next Monday at 11:00, and the full Legislature must pass a budget bill by June 15.

Committee Chair Skinner acknowledged that while they are passing this bill to meet statutory deadlines, it does not reflect agreement with the Governor, and there are many open issues still to be resolved in the coming weeks. Further, while the budget bill includes funding allocations, many of the programmatic issues and conditions, like ADA Hold Harmless, are not included here, but will be addressed in subsequent implementing Trailer Bills.

So, while today's action reflects a framework, and some progress on a final budget, many open issues remain and there will be further negotiations.

Here are some of the Highlights for Education included in AB 154:

Summary: AB 154 authorizes General Fund expenditures of \$235.9 billion and assumes \$243.7 billion in total General Fund resources. Under this budget act, there are combined total reserves of approximately \$37.8 billion. This budget adopts the May Revision revenue estimates.

Record Ongoing Discretionary Funding for Schools.

- Provides over \$9.8 billion in ongoing increases to the Local Control Funding Formula, a nearly 16 percent increase from last year's rates.
- Includes a one-time \$9 billion Proposition 98 General Fund Learning Recovery Discretionary Block Grant, and a one-time \$1.5 billion Proposition 98 General Fund investment for an Arts, Music, Instructional Materials, and Libraries Block Grant.
- Provides an additional \$3.4 billion in ongoing Proposition 98 General Fund, for a total of \$4.4 billion in ongoing Proposition 98 General Fund, for the Expanded Learning Opportunity Program.
- Provides \$1.2 billion in ongoing Proposition 98 General to fund reimbursements for the universal school meals program.
- Includes \$500 million in ongoing Proposition 98 General Fund for the special education funding formula to increase the base rate to \$820 and \$20 million to consolidate two special education extraordinary cost pools into a single cost pool.
- Provides \$20 million one-time General Fund for the Integrated Teacher Preparation Program.

For SB 740 Facility Grants: The bill includes \$154.274 in ongoing Proposition 98 funds. This is about \$8 million over last year's funding- but \$30 million below the Governor's May Revision. The legislature has stated its intent to include the \$30 million augmentation as only a one-time augmentation which would likely be included in a Trailer Bill. CCSA supports ongoing funding for this program as proposed by the Governor because the program has a chronic and ongoing funding shortfall that must be addressed. **Take Action Here to [Ensure Adequate Funding for Safe and Suitable School Facilities for ALL Students](#)**

ADA-Loss Hold Harmless:

ADA hold harmless is not specifically included in AB 154 but is expected to be included in a subsequent Education Trailer Bill. The Legislature's proposal would limit hold harmless protections for charter schools to only classroom-based schools and only for the 2021-22 school year.

NCB schools are not included in either the Governor's or Legislature's proposals, and Myrna has highlighted the impact to students in her most recent [Medium article](#).

CCSA supports inclusion for ALL charter schools for 2021-22 and for subsequent years, similar to protection provided to districts. [Take Action Here for to Support Equitable Hold Harmless Protection for All Charter Schools](#).

SAVE THE DATE: CCSA will be offering a **Capitol Update Webinar** to members on June 30 from 12:00-1:00 pm to provide the most recent information and updates on the 2022-23 State Budget and priority legislation. Look for registration information to come!

Be sure to [follow us on Twitter](#) for the latest updates related to charter schools, legislation, and the new budget.

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