

**BIG SUR CHARTER SCHOOL
REGULAR SCHOOL BOARD MEETING MINUTES**

May 17, 2023 at 4:30 PM

Big Sur Charter School, 304 Foam St, Monterey CA, 93940

Individuals who require special accommodation, including but not limited to an American sign language interpreter, accessible seating or documentation in accessible formats, should contact the School Director or designee at least two days before the meeting. The meeting may be attended virtually using the following Zoom link: <https://bigsurcharterschool-org.zoom.us/j/85963352790?pwd=eWJoOWFCb1FFaWl2MzVZRHh5YXFtQT09>

I. OPENING BUSINESS

1. Call to Order @ 4:35
2. Roll Call *All Board Members are Present*
3. Action to Add New Items Since Posting of Agenda (2/3 Majority)
4. Adoption of Agenda

II. RECOGNITIONS: *STUDENTS, INDIVIDUALS AND/OR ORGANIZATIONS FOR SIGNIFICANT CONTRIBUTIONS MADE TO THE SCHOOL.*

- Fundraising Committee
- Pebble Beach Foundation Grant for CSP
- Rotary Grant (Jim Swallow) for art
- Chapman Grant for CSP

III. COMMUNICATIONS

1. Written Communication

-Parent Communication regarding the 2nd grade math curriculum. Needs to be addressed prior to the next meeting.

- i. Possible suggestions include: Singapore Math, Spectrum, iXL
- ii. Aimee will be looking into the Math Matrix and the gradebook to see what was taught.

2. Board Member Comments

3. Director's Report

5/17/2023 Director's Report

Projected 2023-24 enrollment:

- TK-8 127
- TK-6 108

Recognitions

- Chapman Foundation for their 10K donation to CSP
- Pebble Beach Company Foundation for their 3K donation to CSP
- Carmel Rotary for their donation of \$1000 for art materials and supplies

Staffing Efforts

- Need one elementary school, on 6-8 math and one 6-8 ELA
- Have one interview scheduled for tomorrow
- There have not been many applicants
 - Most have are not credentialed

Summer Construction

- i. Jim is looking into putting on a new roof, replacing the siding, and putting in new windows for both buildings
- ii. No Dates Set

4. BSCS Staff Comments (Non-Agenda Items)

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IV. HEARING SESSION

Citizens may address the board about subjects not listed on the agenda. Speakers addressing the board are limited to three (3) minutes with a maximum of twelve (12) minutes per topic. Any member of the public who utilizes a translator will receive six (6) minutes with a maximum of twenty-four (24) minutes per topic. This ensures that non-English speakers receive the same opportunity to address the board as English speakers. Comments will be heard with no action taken.

V. CONSENT AGENDA

Items listed under the Consent Agenda are considered to be routine and/or may have been discussed at a previous Board meeting. There is no discussion of these items prior to the Board vote unless a member of the Board requests specific items be discussed and/or removed from the Consent Agenda. Each item on the Consent Agenda and approved by the Board Members shall be deemed to have been considered in full and/or adopted as recommended.

1. Approve Board Meeting Minutes from April 12, 2023

Recommendation: (Aimee Alling, Director) The Administration recommends approval of the minutes as presented.

2. Approve Board Meeting Minutes from April 18, 2023

Recommendation: (Aimee Alling, Director) The Administration recommends approval of the minutes as presented.

3. Approve Bank Statement:

1st Capital Bank Statement - April 28, 2023

Recommendation: (Aimee Alling, Director) I certify that I have reviewed the attached statement for consistency with the School's budget, and purchasing and accounting practices and therefore, recommend Board approval.

4. Approve Credit Card Statements:

US Bank Statement - April 24, 2023

Wells Fargo Statement - May 3, 2023

Recommendation: (Aimee Alling, Director) I certify that I have reviewed the attached statement for consistency with the School's budget, and purchasing and accounting practices and therefore, recommend Board approval.

5. Board Report of Warrants:

Warrants from April 8 - May 12 2023

Recommendations: (Aimee Alling, Director) I certify that I have reviewed the attached warrants for consistency with the School's budget, and purchasing and accounting practices and therefore, recommend Board approval.

Motion to approve the Consent Agenda

All in favor: Unanimous

Opposed:

VI. ACTION/DISCUSSION

1. Approve Employee Contracts - Aimee Alling, Christin Strang Lopez, Susie King, Rosana Rolph, Wyatt Henry

Board Action:

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Motion to adopt: Suzy
All in favor: Unanimous
Opposed:
Second: Rachael

2. Approve Updated Certificated Teacher Job Description
Board Action:
Motion to adopt: Rachael
All in favor: Unanimous
Opposed:
Second: Jessica

VII. INFORMATION/DISCUSSION

1. Discussion on moving forward with fencing
Board Action: Get more quotes to compare.
2. Board Self-evaluation & Goal Setting
Board Action: Deferred to next meeting
3. Review/check-in Director goals
Board Action: No Board action needed
 - i. Create Admin Evaluation and Satisfaction Survey
4. Discuss board calendar dates
Board Action: We will set August's meeting and whole year in the following meeting
5. Determine end of year staff bonus (longevity or all staff?)
Board Action: \$1,500 for full time and \$1,000 for part time staff
6. Review and Discuss next two months of Board Calendar
Board Action: We will do our next board meeting on Jun 14, 2023 at 5:00 PM
7. Monterey County Information Sharing Multi Agency Agreement
Board Action: Approve Aimee signing. Aimee to ask questions discussed.

VIII. ADJOURNMENT

Time Adjourned: 7:20 PM

Items for next meeting:

- i. Fencing, quotes, and financial ability.
- ii. Board Self-evaluation & Goal Setting
- iii. Board Calendar Dates
- iv. Chantel Board Election
- v. Teacher Hiring update

**BIG SUR CHARTER SCHOOL
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February 8, 2023, 4:30pm
Big Sur Charter School, 304 Foam St, Monterey CA, 93940

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I. OPENING BUSINESS

1. Call to Order 4:40PM
2. Roll Call All Here
3. Action to Add New Items Since Posting of Agenda
4. Adoption of Agenda Unanimous

II. RECOGNITIONS: *STUDENTS, INDIVIDUALS AND/OR ORGANIZATIONS FOR SIGNIFICANT CONTRIBUTIONS MADE TO THE SCHOOL.*

1. *Christian Carpenter and Donny Graybill for installing cameras*
2. *Bonnie, Suzy and Erica for starting the spring fundraiser.*

III. COMMUNICATIONS

1. Written Communication
 - i. Working on the Teacher Salary communications
2. Board Member Comments
 - i. Jennifer reached out to EdTec about grants for our school. They can help write the grants (they can find the grants to fund what we are looking for or they can help with the writing). For a sizable grant looking at around \$1,200.
3. Director's Report
 - i. 74 Students
 - ii. Projected ADA 85
 - iii. Aimee following up with three families that are interested in joining this year
 - iv. cameras have been installed
 - v. Met with Daniel and he is working on the estimates for the fencing.
 - vi. Water leak last week, plumbers came out and turned off the water. Pinhole leak in the copper piping. Daniel will be coming to give estimate on fixing the hole under the sink upstairs. Carpets were dry and no musty smell this past Monday. Landlord has been informed, Aimee sending the bill to him.
 - vii. Need to decide on whether we are staying here or looking at new locations. Electrical upstairs is struggling. If we stay need to do some sweat equity here.
 - viii. Family game night was successful
 - ix. Renewal is in 2025, we have to renew with MPUSD, must be submitted at the beginning of 2025, has to be approved by June/July 2025 (starting this project of 2024)
 - x. Aimee participated in the active shooter training, well done. Take home message the best thing you can do is to sit in your space and figure out what you would do to stay or go.
 - xi. Safety coalition is putting together an overall plan for the protocols for all of Monterey County.

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- xii. Aimee updated the employee handbook and changes that came into effect in 2023
 - 1. Illegal to discourage employees from joining or staying in the union
 - 2. Orderly conduct, Aimee to inform board president on how to deal with any disrupting persons of board meeting.
 - 3. Ethics training, Board members must complete ethics training every two years (starting in 2025)
- 4. BSCS Staff Comments (Non-Agenda Items)

IV. HEARING SESSION

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- 1. Door shutting (Covid regulations)
- 2. Belle Burgess suggested a garage sale to fundraise for the school. We can do it in the parking lot here. Multi-Family Estate sale. All proceeds go to the school.
 - a. drop off on a friday afternoon in the classroom
 - b. Bring morning of to sell

V. CONSENT AGENDA

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- 1. Approve Board Meeting Minutes from January 11, 2023
Recommendation: (Aimee Alling, Director) The Administration recommends approval of the minutes as presented.
- 2. Approve Bank Statement:
1st Capital Bank Statement - January 31, 2023
Recommendation: (Aimee Alling, Director) I certify that I have reviewed the attached statement for consistency with the School's budget, and purchasing and accounting practices and therefore, recommend Board approval.
- 3. Approve Credit Card Statements:
US Bank Statement - January 23, 2023
Wells Fargo Statement - February 03, 2023
Recommendation: (Aimee Alling, Director) I certify that I have reviewed the attached statement for consistency with the School's budget, and purchasing and accounting practices and therefore, recommend Board approval.
- 4. Board Report of Warrants:

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Warrants from January 7, 2023 - February 3, 2023

Recommendations: (Aimee Alling, Director) I certify that I have reviewed the attached warrants for consistency with the School's budget, and purchasing and accounting practices and therefore, recommend Board approval.

Motion to approve Consent Agenda: Jessica Second: Jennifer
All in favor: all
Opposed: none

VI. PUBLIC HEARING

1. Approve School Comprehensive School Safety Plan
Time in: 5:38
Time out: 5:39
Public Comments No additional comments

VII. ACTION/DISCUSSION

1. Adopt Comprehensive School Safety Plan
Board Action: No other action
Motion to adopt: Rachael Second: Jessica
All in favor: all
Opposed:
2. Review & Approve SARC (Director)
Board Action: No other action
Motion to adopt: Chad Second: Jennifer
All in favor: all
Opposed:
3. Approve Employee Handbook (Director)
Board Action: Reviewed the changes
Motion to adopt: Jessica Second: Rachael
All in favor: all
Opposed:
4. Approve Fundraising Policy
Board Action: Discussed fundraising ideas and gave clarity
Motion to adopt: Chad Second: Rachael
All in favor: All
Opposed:
5. Approve Auditor Selection
Board Action: No questions, Moss, Levy & Hartzheim
Motion to Adopt: Jennifer Second: Jessica
All in Favor: All

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Opposed:

6. Approve Fiscal Policy and Procedures

Board Action: No changes

Motion to Adopt: Rachael

Second: Chad

All in Favor: All

Opposed:

VIII. INFORMATION/DISCUSSION

1. Set Enrollment Cap

Board Action: 120

2. Review employment satisfaction survey

Board Action: Add additional open input field to address teacher requests.

3. Review Budget vs. Actuals

Board Action: Focus on upping enrollment

4. Review MONTEREY COUNTY TREASURER - Quarterly Investment Report as of December 31, 2022

Board Action: Reviewed

IX. CLOSED SESSION

1. Potential Student Disciplinary Action (California Ed. Code section 35146) - Truancy

Time In: 6:26

Time Out: 6:38

X. RECONVENE IN OPEN SESSION

1. Report actions taken in closed session

Time Out:

Report Out:

XI. ADJOURNMENT

Time Adjourned: 6:39

Items for next meeting:

Fundraising document shared with parents

Visit MPUSD building conversation

Teacher salary discussion

Teacher satisfaction survey send out on the 27th and back by the sixth

1ST CAPITAL BANK

P.O. BOX 811
Salinas, CA 93902

RETURN SERVICE REQUESTED

BIG SUR CHARTER SCHOOL
304 FOAM ST
MONTEREY CA 93940-1408

Statement Ending 05/31/2023

BIG SUR CHARTER SCHOOL
Account Number: XXXXXX0996

Page 1 of 4

Managing Your Accounts

	Branch Name	Monterey
	Branch Phone Number	(831) 264-4070
	Customer Service	(831) 264-4000
	Mailing Address	P.O. BOX 811 Salinas, CA 93902
	Online Banking	1stcapital.bank

Summary of Accounts

Account Type	Account Number	Ending Balance
NON PROFIT BUSINESS CHECKING	XXXXXX0996	\$391.16

NON PROFIT BUSINESS CHECKING-XXXXXX0996

Account Summary

Date	Description	Amount
04/29/2023	Beginning Balance	\$2,586.65
	6 Credit(s) This Period	\$5,930.36
	2 Debit(s) This Period	\$8,125.85
05/31/2023	Ending Balance	\$391.16

Electronic Credits

Date	Description	Amount
05/01/2023	wixpos wixpos ST-D5X7X9X7U4U5	\$140.47
05/01/2023	wixpos wixpos ST-S0T5D4J9A3G8	\$188.10
05/04/2023	AmazonSmil AMZN94JFPF71 payments.amazon.com ID#3BGFDGJJ1U4NZ2M	\$53.49
05/10/2023	MIGHTYCAUSE FDN GRANTDEP 800495216	\$25.00
05/11/2023	PAYPAL TRANSFER 1026941234806	\$5,400.00
05/22/2023	AmazonSmil AMZN1H9ECUXA payments.amazon.com ID#42WUBOWMPHBL5G	\$123.30

Electronic Debits

Date	Description	Amount
05/30/2023	PAYPAL INST XFER SHUTTERFLY	\$125.85

Checks Cleared

Check Nbr	Date	Amount
1015	05/22/2023	\$8,000.00

* Indicates skipped check number

Daily Balances

Date	Amount	Date	Amount	Date	Amount
05/01/2023	\$2,915.22	05/10/2023	\$2,993.71	05/22/2023	\$517.01
05/04/2023	\$2,968.71	05/11/2023	\$8,393.71	05/30/2023	\$391.16



The Following Disclosures Apply to Your 1st Capital Bank Account

If there are any discrepancies between your records and this statement, please notify your branch immediately. If no errors are brought to our attention within 30 days, the account will be considered correct. All items are credited subject to final payment.



IMMEDIATELY REPORT THE LOSS OR THEFT OF ANY CHECKS, DEBIT CARD OR PIN ISSUED FOR THIS ACCOUNT. CALL US AT (831) 264-4000.

In Case of Errors or Questions About Your Electronic Transfers

(APPLIES ONLY TO CONSUMER ACCOUNTS)

Telephone us at (831) 264 4000 or Write us at 1st Capital Bank, P.O.BOX 811, Salinas, CA 93902 as soon as you can, if you think your statement is wrong or if you need more information about a transfer on the statement. We must hear from you no later than 60 days after we sent you the FIRST statement on which the error or problem occurred.

- (1) Tell us your name and account number.
- (2) Describe the error or the transfer you are unsure about and explain as clearly as you can why you believe it is in error or why you need more information.
- (3) Tell us the dollar amount of the suspected error.

We will investigate your complaint and will correct any error promptly. If we take more than 10 business days to do this, we will credit your account for the amount you think is in error, so that you will have use of the money during the time it takes us to complete our investigation. For new accounts, we may take up to 20 business days to credit your account for the amount you think is in error.

Reporting other problems

You must examine your statement carefully and promptly. You are in the best position to discover errors and unauthorized transactions on your account. If you fail to notify us in writing of suspected problems or an unauthorized transaction within the time period specified in the deposit agreement (which periods are no more than 60 days after we make the statement available to you and in some cases are 30 days or less), we are not liable to you and you agree to not make a claim against us, for the problems or unauthorized transactions.

Direct Deposits

If you have arranged to have direct deposits made to your account at least once every 60 days from the same person or company, you may call us to find out if the deposit was made as scheduled. You may also review your activity online or visit a branch for more information.

Terms and Conditions of Your Account

When you opened your account, you received the Terms and Conditions of Your Account document along with a fee schedule and agreed that your account would be governed by the terms of these documents, as we may amend them from time to time. These documents are part of the contract for your deposit account and govern all transactions relating to your account, including all deposits and withdrawals. Copies of both the Terms and Conditions of Your Account and fee schedule may be obtained at one of our branches.

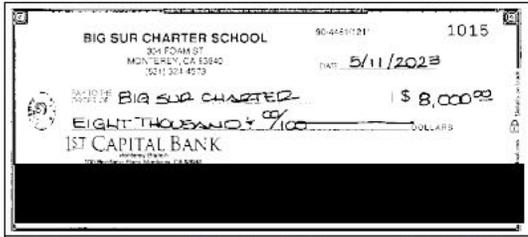
Check 21 Notification

If you request the return of your original checks you may receive a "Substitute Check" in response. The Substitute Check is the legal equivalent of an original check and you have the rights that apply when you believe in good faith, that a Substitute Check was not properly charged to your account. Contact your branch or call the number on the front of this statement to request a Check 21 disclosure.

NON PROFIT BUSINESS CHECKING-XXXXXX0996 (continued)

Overdraft and Returned Item Fees

	Total for this period	Total year-to-date
Total Overdraft Fees	\$0.00	\$0.00
Total Returned Item Fees	\$0.00	\$0.00



#1015 05/22/2023 \$8,000.00



#1015 05/22/2023 \$8,000.00



Company Name: BIG SUR CHARTER SCHOOL
Corporate Account Number: ██████████ 7669
Statement Date: 05-22-2023

NEW ACTIVITY

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-28	04-27	24431063118400635001009	COAST ACE HDWE PACIFIC GROVE CA	36.01
05-01	04-27	24231683118837001258001	SAFEWAY #0761 PACIFIC GROVE CA	54.41
05-02	05-01	24431063121083722510150	AMZN MKTP US*HM90L8182 AM AMZN.COM/BILL WA	9.82
05-11	05-10	24137463131001331856522	USPS PO 0557420310 PACIFIC GROVE CA	73.05
05-15	05-13	74138293134091000166834	WORLD MARKET #211 SEASIDE CA	54.61 CR
05-15	05-14	74431063135400639000308	COAST ACE HDWE PACIFIC GROVE CA	28.37 CR
05-17	05-16	24137463137001281579631	USPS PO 0551060301 MONTEREY CA	22.25
05-18	05-18	24692163138100423800343	AMZN MKTP US*LG10G77D3 AMZN.COM/BILL WA	30.52
05-22	05-19	24492153140894972982671	PP*METAPLATFOR 402-935-7733 CA	20.75
05-22	05-19	24943013140010186185081	THE HOME DEPOT #6967 SEASIDE CA	56.90

AIMEE ALLING	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
██████████-7891	\$50.00	\$205.58	\$0.00	\$155.58

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-25	04-24	24046913114900010836512	PAY*CITY OF MONTEREY P 831-6463366 CA	61.20
04-27	04-26	24765013117091000671393	PACIFIC GROVE HARDWARE PACIFIC GROVE CA	29.01
04-28	04-27	24765013118091000671673	PACIFIC GROVE HARDWARE PACIFIC GROVE CA	10.48
05-03	05-02	74492153122715780633437	EB CMHACY CONFERENCE 8014137200 CA	50.00 CR
05-03	05-02	24137463123001268045826	CVS/PHARMACY #09320 MONTEREY CA	63.73
05-08	05-05	24137463126001395092938	CVS/PHARMACY #09320 MONTEREY CA	25.87
05-10	05-09	24011343129000040086776	ZOOM.US 888-799-9666 WWW.ZOOM.US CA	15.29

Department: 00000 Tota : \$1,051.42
 Division: 00000 Tota : \$1,051.42



Prepared For	BIG SUR CHARTER SCHOOL CHRISTIN LOPEZ
Account Number	██████████ 1205
Statement Closing Date	06/02/23
Days in Billing Cycle	30
Next Statement Date	07/03/23

For Customer Service Call:
800-225-5935

Inquiries or Questions:
Wells Fargo SBL PO Box 29482
Phoenix, AZ 85038-8650

Payments:
Payment Remittance Center PO Box 77033
Minneapolis, MN 55480-7733

Credit Line	\$2,000
Available Credit	\$1,972

Payment Information

New Balance	\$27.99
Current Payment Due (Minimum Payment)	\$25.00
Current Payment Due Date	06/28/23

If you wish to pay off your balance in full: The balance noted on your statement is not the payoff amount. Please call 800-225-5935 for payoff information.

Account Summary

Previous Balance		\$27.99
Credits	-	\$0.00
Payments	-	\$27.99
Purchases & Other Charges	+	\$27.99
Cash Advances	+	\$0.00
Finance Charges	+	\$0.00
New Balance	=	\$27.99

Rate Information

Your rate may vary according to the terms of your agreement.

TYPE OF BALANCE	ANNUAL INTEREST RATE	DAILY FINANCE CHARGE RATE	AVERAGE DAILY BALANCE	PERIODIC FINANCE CHARGES	TRANSACTION FINANCE CHARGES	TOTAL FINANCE CHARGES
PURCHASES	18.150%	.04972%	\$0.00	\$0.00	\$0.00	\$0.00
CASH ADVANCES	26.990%	.07394%	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL				\$0.00	\$0.00	\$0.00

Important Information

STATEMENT SAVINGS ACCOUNT BALANCE	\$2,000.00
INTEREST PAID THIS CYCLE	\$0.00
INTEREST PAID YEAR TO DATE	\$0.00
LENGTH OF STATEMENT PERIOD (DAYS)	30
INTEREST RATE	0.00%

See reverse side for important information.

DETACH HERE

Detach and mail w th check payable to "Wells Fargo" to arrive by Current Payment Due Date.

Make checks payable to: Wells Fargo

Account Number	██████████ 1205
New Balance	\$27.99
Total Amount Due (Minimum Payment)	\$25.00
Current Payment Due Date	06/28/23



Amount Enclosed: \$

PAYMENT REMITTANCE CENTER YTG
PO BOX 77033 48
MINNEAPOLIS MN 55480-7733

BIG SUR CHARTER SCHOOL
CHRISTIN LOPEZ
304 FOAM ST
MONTEREY CA 93940-1408

If your card is ever lost or stolen

Please notify us immediately by calling: **1-800-225-5935**.

Questions about your statement

If you have a question about your statement, please write to us within 30 days after the statement was mailed to you. Please use a separate letter and include your account number and the date of the statement in question. Please refer to the front of the statement for our Inquiry mailing address.

For all your personal or business financial service needs, visit us at [wellsfargo.com](https://www.wellsfargo.com)

Important payment information

Payments made at a Wells Fargo branch

You may use cash or checks when making payments at a Wells Fargo branch.

Payments by mail

Mail your check and the payment coupon to the Payment Remittance Center address printed on this statement. For fastest delivery, please use the enclosed window envelope. If using a single check to pay multiple accounts, we must receive a completed payment coupon for each account being paid or a list showing the full account number and amount to be credited to each account. If you are paying multiple accounts with a single check, the total of the check must equal the sum of the payments to be applied to each individual account, with at least the total minimum payment due for all accounts.

Payments by phone

If you are authorized to transact on the account, you may be able to initiate a payment by calling the Customer Service number listed on the front of this statement.

Payments made using Wells Fargo Online Banking or Wells Fargo Mobile

If you have access to the account via Wells Fargo Online Banking or Mobile you may be able to make a payment depending on your level of access.

Automatic Payments

You can establish automatic payments to this credit account from a Wells Fargo deposit account or any other financial institution. For enrollment information, please contact our Customer Service number listed on the front of this statement.

Timing of payment by mail or payments made at a Wells Fargo branch

Payments that are received at the designated payment processing address (printed on each statement) by 5:00 p.m. on any business day will be credited as of the day of receipt. Payments received after 5:00 p.m. or on non-business days may be credited as of the next business day.

When a payment is considered late

If your payment is received or initiated any time after the Due Date, it is considered late and your account will be subject to a late fee.

Promotional rates

All promotional rates are subject to early termination if there are late payments or other defaults. Please see sections "Default" and "Remedies" in your Cardholder Agreement.

Managing your account

To manage your account, including card payments, alerts and change of address, visit [wellsfargo.com](https://www.wellsfargo.com) or call the customer service number which appears on your account statement.

Transaction Details

<i>Trans</i>	<i>Post</i>	<i>Reference Number</i>	<i>Description</i>	<i>Credits</i>	<i>Charges</i>
05/24	05/24	85586684G26RZB2LY	PAYMENT THANK YOU	27.99	
06/02	06/02	55432864T5XRZ97FE	SIMPLISAFE 888-957-4675 MA		27.99

Wells Fargo News

You can now take advantage of Mastercard Easy Savings(TM) and start earning automatic rebates for your business at over 50,000 locations. Visit easysavings.com to see everywhere you can start saving today. Terms and conditions apply. Rebates currently available for qualifying eligible purchases. Select an offer to get the full offer details. Participating merchants and rebate offers subject to change. You'll receive Mastercard Easy Savings Program rebates on top of merchant discounts and your card rewards.

Take advantage of the features that come with Online Banking:

Messages and alerts: Stay informed about your account with updates sent to your email or mobile phone.

Automatic Payments: Never miss a payment, avoid late charges, and protect your credit rating.

Checks Dated 05/13/2023 through 06/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
12764114	05/18/2023	AT&T Mobility	62-5900		182.56
12764115	05/18/2023	Gerda Marotta	62-5600		8,067.75
12764116	05/18/2023	Monterey Bay Eco Tours Wendy Kitchell	62-5800		1,400.00
12764117	05/18/2023	TinyEYE Tech Corp	62-5800		891.00
12764118	05/18/2023	Wells Fargo	62-5500		27.99
12767432	06/01/2023	Monterey Fire Extinguisher	62-5600		165.00
12767433	06/01/2023	RBM Janitorial Service, Inc.	62-5600		680.00
12767434	06/01/2023	Tucci Learning Services, Inc	62-5800		3,627.50
12767435	06/01/2023	US Bank Corporate Payment System	62-4300	908.88	
			62-5200	50.00-	
			62-5800	81.95	
			62-5900	110.59	1,051.42
12768997	06/08/2023	Lopez, Hannah M	62-5200		977.00
12768998	06/08/2023	Henry, Wyatt E	62-5200		1,054.86
12768999	06/08/2023	Sorenson, Kiana	62-5200		123.27
12769000	06/08/2023	California American Water	62-5500		174.60
12769001	06/08/2023	California American Water	62-5500		49.95
12769002	06/08/2023	Comcast	62-5900		271.55
12769003	06/08/2023	Comcast	62-5900		207.72
12769004	06/08/2023	Crystal Springs Water Co.	62-5500		58.25
12769005	06/08/2023	Monterey One Water	62-5500		109.82
12769006	06/08/2023	PG&E	62-5500		260.60
12769007	06/08/2023	Natalie Sanders Therasens Occupational Therapy	62-5800		1,156.25
			Total Number of Checks	20	20,537.09

Fund Recap

Fund	Description	Check Count	Expensed Amount
62	Charter School Enterprise	20	20,537.09
	Total Number of Checks	20	20,537.09
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		20,537.09

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

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Big Sur Charter School

CDS Code: 27751500118349

School Year: 2023-24

LEA contact information:

Aimee Alling

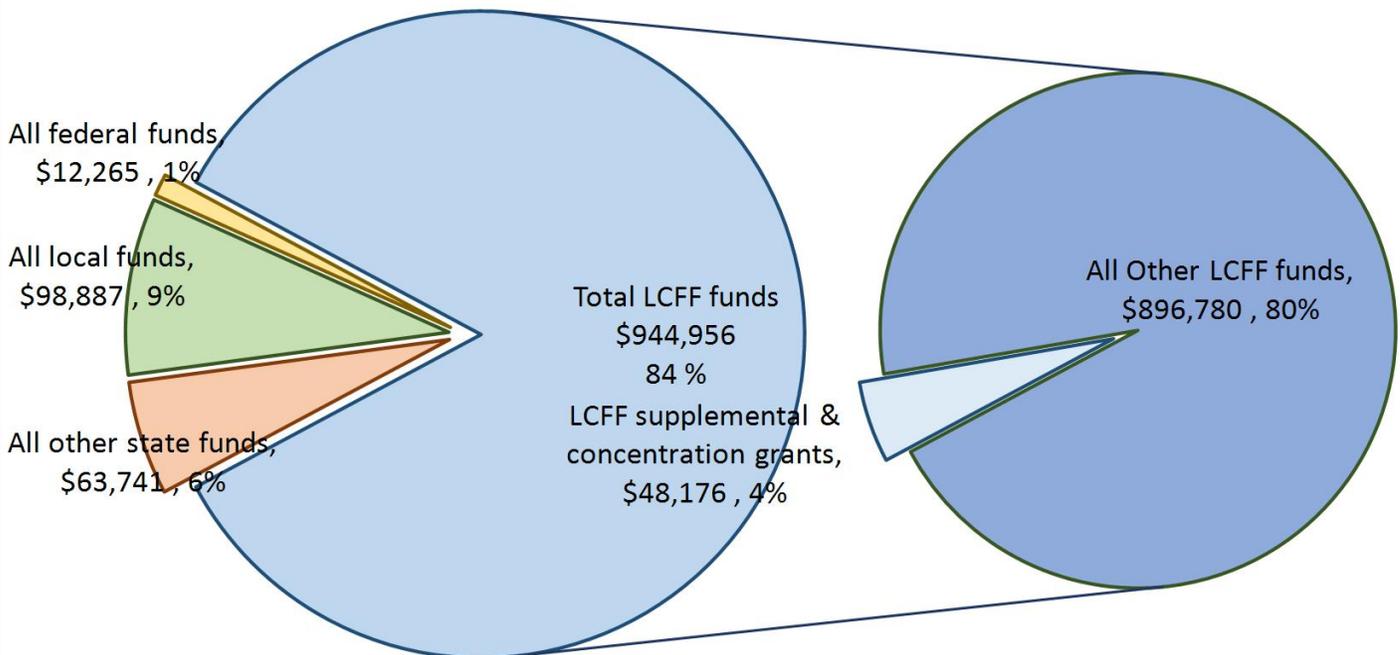
Director

831.324-4573

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 2023-24 School Year

Projected Revenue by Fund Source

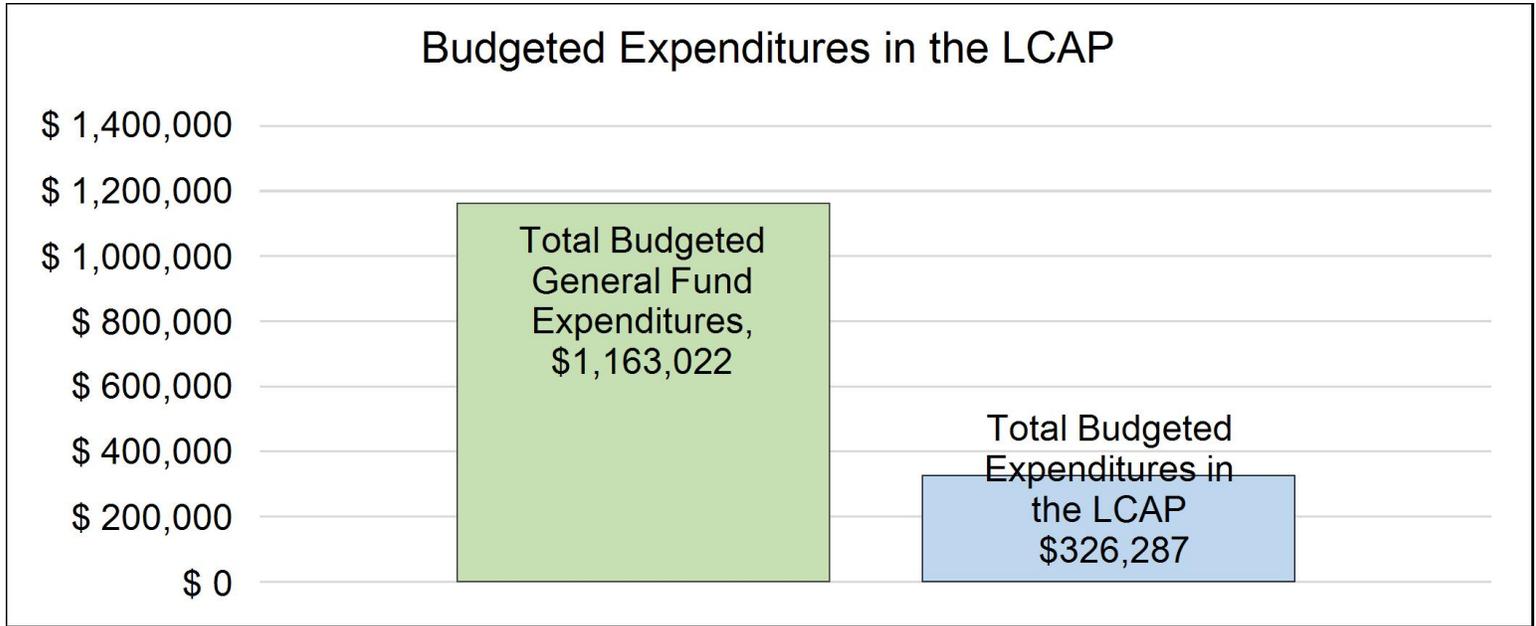


This chart shows the total general purpose revenue Big Sur Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Big Sur Charter School is \$1,119,849, of which \$944,956 is Local Control Funding Formula (LCFF), \$63,741 is other state funds, \$98,887 is local funds, and \$12,265 is federal funds. Of the \$944,956 in LCFF Funds, \$48,176 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 Big Sur Charter School plans to spend for 2023-24. 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: Big Sur Charter School plans to spend \$1,163,022 for the 2023-24 school year. Of that amount, \$326,287 is tied to actions/services in the LCAP and \$836,735 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

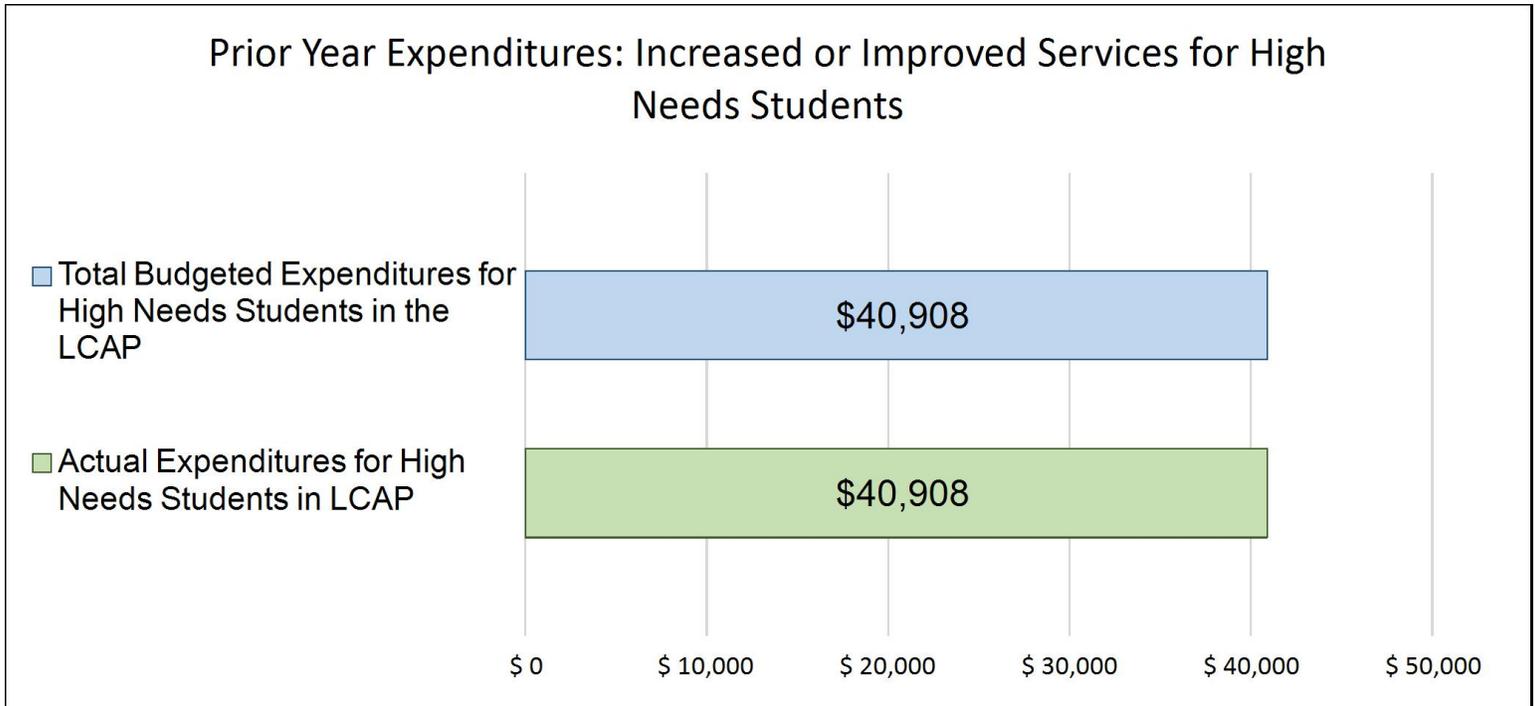
Direct instructional programs, instructional support such as administration, rents, operations, maintenance and restricted programs.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Big Sur Charter School is projecting it will receive \$48,176 based on the enrollment of foster youth, English learner, and low-income students. Big Sur Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Big Sur Charter School plans to spend \$48,176 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 2022-23



This chart compares what Big Sur Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Big Sur Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Big Sur Charter School's LCAP budgeted \$40,908 for planned actions to increase or improve services for high needs students. Big Sur Charter School actually spent \$40,908 for actions to increase or improve services for high needs students in 2022-23.

Local Control and 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
Big Sur Charter School	Aimee Alling Director	director@bigsurcharterschool.org 831.324-4573

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

- Nature is our Teacher The Community is our Classroom We are all Artists

At Big Sur Charter School we believe in a holistic approach to learning. We offer a hybrid learning experience that is created by combining education at our Monterey Learning Center, the home environment, in our community and in nature. Engaging families and local community organizations as partners in learning, we promote creativity, understanding, and action in the arts and environment.

Because not all students share the same abilities or learn the same way, we are committed to providing academically challenging programs that meet the needs of each student. With input from families, our credentialed teachers identify your child’s unique interests, strengths and challenges to enhance their educational experience and access to learning.

The collaborative and supportive nature of the partnership between families and our staff is at the heart of our students’ success.

Reflections: Successes

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

Big Sur Charter School does an excellent job of creating community among parents and students. Students and parents consistently report feeling happy to be part of our community. We believe that this strong sense of community is the foundation that allows our students to succeed academically.

Local data indicates the learning gap in both language arts and math is closing or maintaining overall.

The latest Dashboard data from 2021-22 shows overall our students scored 25.2 points above standard in ELA and 19.5 points below standard in math. Compared to the State's scores of 12.2 points standard below in ELA and 51.7 points below standard in math.

Local data from 2022-23 shows overall our students are making progress towards pre-pandemic scores.

As a school of less than 100 students our Dashboard Data and local data is limited due to small sample size for student groups.

Parent participation increased this year for the first time ever.

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.

Local data indicates that academic growth is an area of need. The data show that student growth is about the same across all reportable student groups.

LCAP Highlights

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

Local data from 2022-23 shows overall our students are making progress towards pre-pandemic scores.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Engaging Educational Partners

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

The relationships we form with our families is what makes Big Sur Charter School so special. Families appreciate, and take advantage of the open-door policy of the administration and teaching staff. The weekly communication with teachers via ParentSquare is an integral part of supporting all parents as partners in learning. The Director holds monthly Coffee in the Courtyard to encourage engagement. The School pays special attention to its underrepresented families by reaching out individually to ensure we are meeting their needs.

A summary of the feedback provided by specific educational partners.

Parents provided feedback on curriculum, fundraising, promotion, and LCAP goals.

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

The input from parents was that they like the goals and how funds were being allocating.

Goals and Actions

Goal

Goal #	Description
1	Create a school environment that fosters the physical and social-emotional well-being of all students

An explanation of why the LEA has developed this goal.

Over the past few years we have seen an increase of families choosing Big Sur Charter School in hopes that a hybrid learning program will help alleviate some of the stress and anxiety their children are experiencing in 5 day a week programs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Faculties in good repair	100%	100%			100%
Attendance Rate Source: CALPADS or SIS	98.5%	99%			100%
Chronic Absenteeism Source: CA Dashboard	1.5%	1%			0%
Middle School Dropout Rate Source: CALPADS Report 1.14	0%	0%			0%
Suspension Rate Source: CA Dashboard	1.5%	0%			0%
Expulsion Rate Source: Dataquest	0%	0%			0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measure of School Safety Perceptions: Students Source: Local Survey	97%	97%			100%
Measure of School Safety Perceptions: Parents Source: Local Survey	99%	99%			100%
Measure of School Safety Perceptions: Teachers Source: Local Survey	100%	100%			100%
Measure of School Connectedness: Students Source: Local Survey	97%	94%			100%
Measure of School Connectedness: Teachers Source: Local Survey	100%	100%			100%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Restorative Justice Practices	<p>1.1 Provide small group instruction in math, language arts and personalized learning support.</p> <p>1.2 Provide professional development opportunities for teachers and collaboration time to develop personalized learning tools.</p>	\$11,915.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Social Emotional Learning	We purchased access to an online platform, Ripple Effects, that can be teacher driven and student led. Teachers implement weekly lessons at the learning center. Students are also free to explore it on their own.	\$26,395.00	Yes
1.3	Maintain Learning Center Facility	Ensure that the center is in good repair. Safety issues are addressed immediately General Maintenance Student Health and Safety Cleaning services and supplies	\$15,324.00	No

Goal Analysis [2022-23]

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.

There were no substantive differences between planned actions and implementation of the actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences.

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

The actions were effective as there were no significant changes in our data.

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.

No changes were made.

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	Create a meaningful community communication and engagement opportunities.

An explanation of why the LEA has developed this goal.

A school community can provide an amazing amount of support for all families. As a nonclassroom- based charter school, family engagement is relatively low. We struggle each year to fine tune our parent engagement opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey Participation Source: Local	56%	89%			75%
Parent participation in board meetings Source: Local	Of the 11 board meetings held this school year one parent attended one meeting.	10%			At least 5% of families participate in at least one board meeting in a school year
Positive parent survey response to “BSCS seeks parent input in decision making” Source: Local Survey	94%	90%			100%
Participation in grade level meetings.	83% participated in at least one meeting	85% participation in at least one meeting			90% of parents participate in at least one meeting
Measure of School Connectedness:	94%	95%			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parents Source: Local Survey					
Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs Source: CA Dashboard Local Indicators	Full Implementation and Sustainability	Full implementation and Sustainability			Full Implementation

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Out Reach	Weekly communication to all families highlighting events, meetings or providing general information about the school. Monthly communication by Stewardship teacher highlighting local family friendly activities.	\$17,002.00	No Yes
2.2	Support of Unhoused Youth	Homeless Student Liaison will run monthly reports to ensure that all unhoused students are receiving services.	\$500.00	Yes
2.3	Planned Family Events (3% of staff salaries plus supplies and materials)	Family Game Night, Ocean Fest, Coffee in the Courtyard with the school director	\$12,415.00	

Goal Analysis [2022-23]

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.

There were no substantive differences between planned actions and implementation of the actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences.

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

The actions were effective. Board meeting attendance and end of year survey participation both increased.

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.

No changes were made.

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	Support all students in meeting their academic potential.

An explanation of why the LEA has developed this goal.

To support all students in meeting their academic potential.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and fully credentialed teachers Source: CA Dashboard	100% of teachers are correctly assigned	100% of teachers are correctly assigned			100% of teachers are correctly assigned
Students with access to standards aligned instructional materials for use at home and at school. Source: CA Dashboard	100% of students have access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials			100% of students have access to standards aligned instructional materials
Implementation of standards for all students and enable ELs access to CCSS and ELD standards Source: CA Dashboard	Full Implementation and Sustainability	Full Implementation and Sustainability			Full Implementation and Sustainability
CASSPP ELA: Source CA Dashboard	All students 25.2 points about standard	TBD			90% of students show growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic students 39.4 points below standard				
CAASPP Math: Source: CA Dashboard	All students 19.5 points below standard Hispanic students 21.7 points below standard	TDB			90% of students show growth
NWEA MAP Reading and Math (Indicate either % of students above average RIT or % meeting growth targets per Annice)	36% of students met their growth target in Language Arts 27% met their growth target in Math Math CGI -0.6 Language Usage CGI 0 Reading CGI 0	Math CGI -0.3 Language Usage CGI -0.4 Reading CGI 0.5			90% of students show growth
CAST: Students meeting or exceeding Standards for all students and all numerically significant subgroups. Source: CA Dashboard	TBD	TBD			100% of students show growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL students making progress toward English Proficiency (ELPI Dashboard Indicator) Source: CA Dashboard	Not a numerically significant group	Not a numerically significant group			55%
ELReclassification Rate Source: Dataquest	0% (3 English Learners)	0% No EL students			10-15%
Broad Course of Study Source: CA Dashboard Local Indicator	100%	100%			100%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Curriculum and Assessments (MAP, Edgenuity, Lexia)	Instructional materials	\$12,500.00	No
3.2	Instructional Program	Coastal Stewardship Small class sizes, tutoring, small group instruction	\$88,198.00	No
3.3	Technology	Computer hardware	\$1,000.00	No
3.4	Professional Development and Instructional Coaching	Workshops for teacher professional development in instructional areas pertaining to students' needs. 1:1 coaching for teachers.	\$15,234.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Special Education	SPED Director Full Inclusion Model Contractors: Speech, OT, Counseling	\$123,804.00	No
3.6	English Language Development (currently no English Learners)	Integrated ELD in all classrooms Designated ELD provided through small group tutoring with classroom teacher	\$0.00	No
3.7	Broad Course of Study	Art Supplies	\$2,000.00	No

Goal Analysis [2022-23]

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.

Tutoring was increased in the 2022-23 school year as compared to previous years.

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.

There are not material differences.

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

Local data shows the increased tutoring was effective.

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.

No changes were made.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$48,176	\$0.00

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
5.40%	0.00%	\$0.00	5.40%

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.

Based on test scores, the majority of high-risk students fall below their grade level in math skills. The charter is placing an emphasis in this area.

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

Students in these areas show low or little growth in math skills. The charter is placing an emphasis on improving teaching skills and providing instructional materials in math so students can continue to grow and obtain at or above their grade levels in math and all subjects.

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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$177,309.00	\$42,226.00	\$94,487.00	\$12,265.00	\$326,287.00	\$242,946.00	\$83,341.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Restorative Justice Practices	English Learners Foster Youth Low Income	\$11,915.00				\$11,915.00
1	1.2	Social Emotional Learning	English Learners Foster Youth	\$23,846.00	\$2,549.00			\$26,395.00
1	1.3	Maintain Learning Center Facility	Students with Disabilities	\$15,324.00				\$15,324.00
2	2.1	Parent Out Reach	All tion students Low Income	\$11,915.00	\$5,087.00			\$17,002.00
2	2.2	Support of Unhoused Youth	Foster Youth Low Income	\$500.00				\$500.00
2	2.3	Planned Family Events (3% of staff salaries plus supplies and materials)		\$12,415.00				\$12,415.00
3	3.1	Curriculum and Assessments (MAP, Edgenuity, Lexia)	All Low Income		\$12,500.00			\$12,500.00
3	3.2	Instructional Program	All	\$59,198.00		\$29,000.00		\$88,198.00
3	3.3	Technology	All		\$1,000.00			\$1,000.00
3	3.4	Professional Development and Instructional Coaching	All		\$15,234.00			\$15,234.00
3	3.5	Special Education	Special Education Students	\$42,196.00	\$3,856.00	\$65,487.00	\$12,265.00	\$123,804.00
3	3.6	English Language Development	All	\$0.00				\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		(currently no English Learners)						
3	3.7	Broad Course of Study	All		\$2,000.00			\$2,000.00

2023-24 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
\$891,818	\$48,176	5.40%	0.00%	5.40%	\$48,176.00	0.00%	5.40 %	Total:	\$48,176.00
								LEA-wide Total:	\$47,676.00
								Limited Total:	\$500.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Restorative Justice Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,915.00	
1	1.2	Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$23,846.00	
2	2.1	Parent Out Reach	Yes	LEA-wide	Low Income	All Schools	\$11,915.00	
2	2.2	Support of Unhoused Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$500.00	
3	3.1	Curriculum and Assessments (MAP, Edgenuity, Lexia)			Low Income			

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$306,864.00	\$327,905.24

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	Restorative Justice Practices (3% of staff salaries)	No	\$10,320.00	\$14,327.46
			Yes		
1	1.2	Social Emotional Learning (5% of staff salaries + ripple effects)	No	\$24,467.00	\$25,352.88
			Yes		
1	1.3	Maintain Learning Center Facility	No	\$10,620.00	\$15,324.00
2	2.1	Parent Out Reach (Communication and 3% of staff salaries)	No	\$17,002.00	\$17,996.64
			Yes		
2	2.2	Support of Unhoused Youth	No	\$500.00	\$500.00
			Yes		
2	2.3	Planned Family Events (3% of staff salaries plus supplies and materials)		\$10,662.00	\$14,327.46
3	3.1	Curriculum and Assessments (MAP, Edgenuity, Lexia)		\$11,661.00	\$8,983.71

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)
3	3.2	Instructional Program	No	\$82,529.00	\$82,529.00
3	3.3	Technology - Chromebooks (learning recovery)	No	\$0.00	\$1,295.30
3	3.4	Professional Development and Instructional Coaching (1% of Director salary)	No	\$13,747.00	\$10,018.79
3	3.5	Special Education	No	\$125,124.00	\$137,018.00
3	3.6	English Language Development (currently no English Learners)	No	\$0.00	\$0.00
3	3.7	Broad Course of Study	No	\$232.00	\$232.00

2022-23 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)
\$40,908	\$52,289.00	\$58,176.98	(\$5,887.98)	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	Restorative Justice Practices (3% of staff salaries)	Yes	\$10,320.00	\$14,327.46		
1	1.2	Social Emotional Learning (5% of staff salaries + ripple effects)	Yes	\$24,467.00	\$25,352.88		
2	2.1	Parent Out Reach (Communication and 3% of staff salaries)	Yes	\$17,002.00	\$17,996.64		
2	2.2	Support of Unhoused Youth	Yes	\$500.00	\$500		

2022-23 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)
824076	\$40,908	0	4.96%	\$58,176.98	0.00%	7.06%	\$0.00	0.00%

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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

2022-23 Dashboard Local Indicators

Priority 1: Basic Services and Conditions: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Big Sur Charter School has maintained full staffing, and all teachers are correctly assigned. All students have copies of standards-aligned instructional materials for use at school and at home. The learning center and office are both in good repair.

Priority 2: Implementation of Academic Standards

Professional Learning

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

5 Full Implementation and Sustainability

English Language Development (Aligned to English Language Arts Standards)

5 Full Implementation and Sustainability

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation and Sustainability

Next Generation Science Standards

5 Full Implementation and Sustainability

History - Social Science

5 Full Implementation and Sustainability

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

5 Full Implementation and Sustainability

English Language Development (Aligned to English Language Arts Standards)

5 Full Implementation and Sustainability

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation and Sustainability

Next Generation Science Standards

5 Full Implementation and Sustainability

2022-23 Dashboard Local Indicators

History - Social Science

4 Full Implementation

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

5 Full Implementation and Sustainability

English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation

Next Generation Science Standards

5 Full Implementation and Sustainability

History - Social Science

4 Full Implementation

Support for Teachers and Administrators

Identifying the professional learning needs of groups of teachers or staff as a whole

5 Full Implementation and Sustainability

Identifying the professional learning needs of individual teachers

4 Full Implementation

Providing support for teachers on the standards they have not yet mastered

4 Full Implementation

Priority 3: Parent and Family Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

Building Relationships

Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

5 Full Implementation and Sustainability

2022-23 Dashboard Local Indicators

Rate the LEA's progress in creating welcoming environments for all families in the community.

5 Full Implementation and Sustainability

Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

4 Full Implementation

Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

5 Full Implementation and Sustainability

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Providing support to parents is a built-in component of our program. Parents receive feedback as to how to advocate for and educate their students through meetings with their teachers or through our Home Educator Learning Program. We work closely with families to ensure that students are engaging appropriately with the curriculum at home and at the learning center. Additional support is provided as needed.

Building Partnerships for Student Outcomes

Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

4 Full Implementation

Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

5 Full Implementation and Sustainability

Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

5 Full Implementation and Sustainability

Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

5 Full Implementation and Sustainability

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

2022-23 Dashboard Local Indicators

The relationships we form with our families is what makes Big Sur Charter School so special. Families appreciate, and take advantage of the open-door policy of the administration and teaching staff. The weekly communication with teachers via ParentSquare is an integral part of supporting all parents as partners in learning. The School pays special attention to its underrepresented families by reaching out individually to ensure we are meeting their needs.

Seeking Input for Decision Making

Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

5 Full Implementation and Sustainability

Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

4 Full Implementation

Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

5 Full Implementation and Sustainability

Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

4 Full Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Seeking parent input on decision making is part of building positive relationships, and we seek to grow parent input and involvement on a year-to-year basis. BSCS promotes parental communication and feedback to decision processes and encourages all families to attend Board meetings so that the decisions we make are informed, student centered decisions. Our biggest challenge is getting families to attend meetings and complete surveys.

Priority 6: Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

2021-22 Local Climate Survey Summary Results

61% of our parents completed the survey.

- 100% reported their concerns are taken seriously
- 100% reported that their children feel physically safe at BSCS

2022-23 Dashboard Local Indicators

- 100% reported that their children feel emotional safe at BSCS
- 100% reported their students look forward to attending BSCS

100% (33 students) of our 5th -8th graders completed the survey

- All students reported that they are happy to be at BSCS
- All students reported that their teachers treat them fairly
- 31 of 33 students reported that they feel safe at BSCS
- 1 of 33 students reported that they had been bullied at least once

Priority 7: Access to a Broad Course of Study

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study.

All students at Big Sur Charter School (K-8) sign a Master Agreement which lists the classes in which they are enrolled. The School maintains, and updates yearly, a list of all curriculum, including online planforms by grade. Each family receives a Curriculum Checkout form that lists all the curriculum being used during the school year. All students K-8 also participate in weekly art and outdoor education classes.

Narrative:

At Big Sur Charter School we believe in a holistic approach to learning. We offer a learning experience that is created by combining education at our Monterey Learning Center, the home environment, in the community and in nature. Because not all students share the same abilities or learn in the same way, we are committed to providing academically challenging programs that meet the needs of each student.

Timestamp	In which grade level is/are your child(ren) enrolled?	Teachers at BSCS effectively communicate with parents about what students are expected to learn.	If no, please explain.	My child/children has/have access to the core curriculum, including math, science, language arts and social studies.	If no, please explain.	In addition to the core curriculum, my child/children has/have access to a broad course of study (art, PE, etc.).	If no, please explain.	I was provided with the support and materials needed to teach my student at home.	If no, please explain.	My student has daily access to a computer/device at home.	If your child does not have daily access, were you able to borrow a device from the school?	BSCS has effective strategies and/or programs to address the needs of students who are not meeting grade level standards.	If no, please explain.	My student took advantage of the tutoring options offered by teachers.	If tutoring options were offered and your student did not participate in tutoring, please tell us why.	If tutoring was made available, my student would participate.
3/21/2023 10:54:04	1st	Yes		Yes		Yes		Yes		Yes		I don't know		No	Didn't know it was available	Yes
3/21/2023 11:16:46	1st	Yes		Yes		Yes		Yes		Yes		Yes		Not needed ?		Yes
3/21/2023 12:19:52	8th	Yes		Yes		Yes		Yes		Yes		I don't know		Yes		
3/21/2023 13:10:29	3rd	Yes		Yes		Yes		Yes		Yes	Yes	I don't know		No		Yes
3/21/2023 18:34:51	8th	No	I have not personally received	Yes		Yes	More PE would be great	Yes		Yes	Yes	I don't know		No	My child did not think they	No
3/21/2023 19:46:54	6th	Yes		Yes		Yes		Yes		Yes	Yes	I don't know		Not needed		
3/22/2023 1:11:16	3rd, 5th	Yes		Yes		Yes		Yes		Yes	Yes	Yes		We have not used tutoring options specifically but th	Yes	Yes
3/22/2023 2:09:45	TK/K	Yes		Yes		Yes		Yes		Yes	Yes	Yes		Yes		Yes
3/22/2023 9:00:46	3rd	Yes		Yes		Yes		Yes		Yes		Yes		Not offered		Yes
3/22/2023 12:47:33	1st, 3rd	Yes		Yes		Yes		Yes		Yes	Yes	Yes		Not offered		Yes
3/22/2023 21:38:20	8th	Yes		Yes		Yes		Yes		Yes		I don't know		Yes		Yes
3/22/2023 22:21:17	5th	Yes		Yes		Yes		Yes		Yes		Yes		No		
3/24/2023 21:26:30	1st	Yes		Yes		Yes		Yes		Yes		Yes		No		
3/25/2023 17:23:20	TK/K, 2nd	Yes		Yes		Yes		Yes		Yes		I don't know		Not offered		No
3/28/2023 10:37:17	TK/K	Yes		Yes		Yes		Yes		Yes	Yes	I don't know		No		Yes
4/6/2023 20:37:39	8th	Yes		Yes		Yes	Can not express enough	Yes		Yes	Yes	Yes	The end of LP grades on	Not offered	This is such a great oppo	No
4/12/2023 15:17:40	1st, 3rd	Yes		Yes		Yes		Yes		Yes	Yes	I don't know		Not offered		Yes
4/12/2023 15:18:19	7th	Yes		Yes		Yes		Yes		Yes		I don't know		No		Yes
4/12/2023 15:32:26	3rd, 6th	Yes		Yes		Yes		Yes		Yes		Yes		No	Students preferred to hav	Yes
4/13/2023 9:25:28	TK/K	No	We are given a rubric with	Yes		No	Art and coastal stewardsh	No		I was given a homeschool	Yes	I don't know		Not aware of this option		Yes
4/13/2023 10:26:46	TK/K	Yes		Yes		Yes		Yes		Yes	Yes	I don't know		No		
4/13/2023 11:01:30	8th	Yes		Yes		Yes		Yes		Yes		I don't know		No	No need	No
4/13/2023 19:29:07	TK/K	Yes		Yes		Yes		Yes		Yes	Yes	I don't know		Not offered		Yes
4/19/2023 14:39:44	1st	Yes		Yes		Yes		Yes		Yes	Yes	I don't know		No	I did not feel that my child	No
4/20/2023 11:38:34	2nd	Yes		No	It's come to my attention	Yes		Yes	Yes and no. I was given 8	Yes	Yes	I don't know		Not offered		Yes
4/20/2023 12:22:44	TK/K, 3rd, 6th	Yes		Yes		Yes	My children really enjoy	No		Support and materials we	Yes	Yes		Not offered		
4/24/2023 10:46:34	6th	Yes		Yes		Yes		Yes		Yes		I don't know		No		
4/25/2023 10:23:42	8th	Yes		Yes		Yes		Yes		Yes		Yes		Yes		Yes
4/28/2023 11:30:25	3rd, 8th	Yes		Yes		Yes		Yes		Yes	Yes	I don't know		Yes	They didn't need it.	
5/9/2023 13:31:24	TK/K	Yes		Yes		Yes		Yes		Yes	Yes	Yes		Didn't need		
5/9/2023 13:34:13	TK/K	Yes		Yes		Yes		Yes		Yes		I don't know		No		No
5/9/2023 13:37:41	1st	Yes	Some things could be clei	Yes		Yes		Yes	For the most part yes. Ma	Yes		I don't know		No	Forgot about it.	Yes
5/9/2023 14:52:18	1st, 7th	Yes		Yes		Yes		Yes	No	Yes	Yes	Yes		No	Neither needed it and we	No
5/9/2023 16:21:46	2nd, 5th	No	It's like pulling teeth gettin	Yes	They have access but the	Yes		No	It would of been helpful to	Yes	Yes	I don't know		No	No time. We have a very busy school schedule and	
5/9/2023 19:03:03	7th	Yes		Yes		Yes		Yes		Yes	Yes	I don't know		Yes	Yes	
5/10/2023 10:22:10	7th	Yes		Yes		Yes	I wish there were more of	Yes		Yes		I don't know		I don't know about tutoring	It wasn't mentioned as anything he required.	
5/10/2023 10:37:19	4th	No	The problem I experience	No	Once again my daughter	No	My daughter was punishe	No	Once again this year we	Yes		I don't know		I don't recall tutoring options being mentioned at this	Yes	Yes
5/11/2023 19:00:08	4th	No		Yes		No		Yes		Yes		I don't know		Not offered		Yes
5/14/2023 20:32:38	TK/K	Yes		Yes		Yes		Yes		Yes	Yes	Yes		Not offered		Yes
5/15/2023 13:43:22	3rd, 5th	Yes	However, a syllabus of so	No	For the at home online wt	No	I understand that the schc	No	It would have benefited m	Yes	Yes	I don't know	I addressed the concern v	Not offered		Yes

I attended at least one of the grade level meetings this year.	If you did not attend the grade level meetings, please tell us why.	Please tell us how BSCS can better partner with you to support your child (ren)'s learning. I would like to see parent teacher conferences so I can get a little more feedback about her learning and learning center time.	I have attended a school board meeting this year.	If no, please let us know why.	I have supported our school by:	The learning facilities at BSCS are clean and in good condition.	If no, please tell us where we can improve.	I feel that my student is physically safe at BSCS.	If no, please explain.	I feel my student is emotionally safe at BSCS.	If no, please explain.	BSCS takes parent and student concerns seriously.	If no, please tell us where we can improve.	Teachers at BSCS treat students fairly.	If no, please tell us where we can improve.
Yes			No	My husband has been un	Providing monetary donat	Yes		Yes		Yes		Yes		Yes	
No	Not offered to me yet	Have a longer school day (1 extra hour per day would be wonderful) and please have Make up days for every cancelled school day as it's so vital for our kids to attend classroom instruction since it's only two days a week.	Yes		Attending meetings.	Yes		Yes		Yes		Yes		Yes	
No	I don't remember any.	I probably had a scheduling conflict.	No	I keep meaning to but I've	Providing monetary donat	Yes		Yes		Yes		Yes		Yes	
Yes	I feel as if there have not been many meetings		No		Providing in-kind donator	Yes		Yes		Yes		Yes		Yes	
Yes		Maybe a clearer understanding of the parent portal- not sure what assignments are missing when it says assignments not complete.	No	Don't make the time	Volunteering my time.	Yes		Yes		Yes	Thank you for this!!	Yes		Yes	
No	Our daughter just started	Feedback on weekly progress. Would be nice to see various art techniques and tools introduced to the students.	No	Missed the last one.	Volunteering my time.	Yes		Yes		Yes		Yes		Yes	
Yes		I would like the Learning Period syllabus to be posted earlier. Maybe the beginning of the week prior versus the Friday before.	No		Providing monetary donat	Yes		Yes		Yes		Yes		Yes	
Yes			No		I was unable to participat	Yes		Yes		Yes		Yes		Yes	
No		BSCS is supporting my child's needs in adequate ways. They go above and beyond every year to make his learning experience memorable and enjoyable. I wouldn't change a thing.	No	No childcare.	I was unable to participate	Yes		Yes		Yes		Yes		Yes	
No			Yes		Volunteering my time.	Yes		Yes		Yes		Yes		Yes	
Yes			No		Providing monetary donat	Yes		Yes		Yes		Yes		Yes	
Yes			No		I was unable to participate	Yes		Yes		Yes		Yes		Yes	
No	Childcare isn't available to job!	Our family is so grateful for everyone's hardwork and support at BSCS, and we think you guys are doing a great	No	Childcare issues and ilne	Providing monetary donat	Yes		Yes		Yes		Yes		Yes	
		* Small suggestion: The K and 2nd grade social studies assignments had some questions and activities referencing things that we didn't have or didn't make sense at home, such as resource pages or activities involving the whole class. It would be helpful if the teachers looked ahead to make sure that we had what's needed, or gave us guidance for how to modify things. The lack of history in social studies was also troubling to us, but we understand that it's probably just California standards, and we supplemented with our own history material.													
		* Bigger suggestion: BSCS focuses on language arts and math at the Learning Center while leaving science and social studies to be done at home, but it would actually be better for us to flip that around. We feel that it's easier to do language arts and math at home using books and online resources, while science and social studies are better suited for hands-on experiments and field-trips (yes, like Coastal Stewardship) and group activities.													
Yes		Nothing everything this year was so great! We loved our first year and can't wait for next year!	No	Anything in the late aftern	Providing monetary donat	Yes		Yes		Yes		Yes		Yes	
Yes		I think the school does a great job with this	Yes		Providing monetary donat	Yes		Yes	I do worry about the pede	Yes		Yes		Yes	
Yes			Yes		Attending meetings.	Yes	Love that the older kids h	Yes		Yes	This is a tricky one. I feel	Yes		Yes	
No	I don't remember any being offered		Yes		Attending meetings.	Yes		Yes		Yes		Yes		Yes	
No	I did not hear about any other than the beginning of the year		No		Volunteering my time.	Yes		Yes		Yes		Yes		Yes	
Yes			No	Meeting fell in days when	Attending meetings.	Yes		Yes		Yes		Yes		Yes	
		The homeschool and traditional school hybrid was what drew us to BSCS, but I want to have more connection between the two. It's felt very separate, almost as if my child is traditionally homeschooled on some days, and traditionally class schooled on other days. I don't feel a hybrid of k/ik me blend of the two schools.	No	Too far, and during family	I was unable to participate	Yes		Yes		Yes		Yes		Yes	
Yes		I understand there could be difficulties in	No	Unfortunately, I do not ha	Volunteering my time.	Yes		Yes		Yes		Yes		Yes	
Yes			No	Time availability	Volunteering my time.	Yes		Yes		Yes		Yes		Yes	
No	I haven't seen one yet since enrolling my child so late in the year.		No	I haven't seen one yet sin	I was unable to participate	Yes		Yes		Yes		Yes		Yes	
Yes		I am very happy with my child's learning	No	Schedule constraints	Providing in-kind donator	Yes		Yes		Yes		Yes		Yes	
Yes		Communicate and be transparent about	No	I don't have the time.	Providing in-kind donator	Yes		Yes		Yes		Yes		Yes	
Yes			No	Did not know they were fc	I was unable to participate	Yes		Yes		Yes	There have been several	Yes	Many times parent conce	No	
No	I don't know what a grade	I would love occasional teacher messag	No	We started really late in th	I was unable to participate	Yes		Yes		Yes		Yes		Yes	
Yes			No		Volunteering my time.	Yes		Yes		Yes		Yes		Yes	
Yes			Yes		Providing in-kind donator	Yes	Yes, but from what my kid	Yes	Yes, BUT some kids can	Yes		Yes		Yes	
No	I work evenings Monday - Friday		No		Providing monetary donat	Yes		Yes		Yes		Yes		Yes	
No	I don't have a good reason	Satisfied with current support	No	I don't have a good reason	I was unable to participate	Yes		Yes		Yes		Yes		Yes	
Yes			Yes		Volunteering my time.	Yes		Yes		Yes		Yes		Yes	
Yes		BSCS has been more than supportive to	Yes		Volunteering my time.	Yes		Yes		Yes		Yes		Yes	
Yes			No	Not something that interest	Attending meetings.	Yes		Yes		Yes		No	We are often told that the	No	The teachers need to be i
Yes		organize carpool for coastal stewardshig	No		Providing monetary donat	Yes		Yes		Yes		Yes		Yes	
No	I didn't feel that I had any questions or concerns that needed to be		No	Not enough time in the sc	Providing in-kind donator	Yes		Yes		Yes		Yes		Yes	
Yes		Just be more transparent we are support	No	Because it has correspond	I was unable to participate	Yes	She may be physically safe	No	See comment above, to c	No		When you make it a yes c	No	Student I don't feel has be	
Yes			No		Attending meetings.	Yes		No		No		Yes		Yes	
No			No		I was unable to participat	Yes		Yes		Yes		Yes		Yes	
Yes			No	Trying to catch up moving	Providing monetary donat	Yes		No	I feel that my children are	Yes		Yes		Yes	

Big Sur Charter School

2022 - 2023

Estimated Actuals

And

2023 – 2024

Adopted Budget

Big Sur Charter School
2023 - 2024 Adopted Budget
and
2022 - 2023 Estimated Actuals

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Charter Number: 1000

To the chartering authority and the county superintendent of schools (or only to the county superintendent of schools if the county board of education is the chartering authority):

2023-24 CHARTER SCHOOL BUDGET REPORT: This report is hereby filed by the charter school pursuant to Education Code Section 47604.33(a).

Signed: _____ Date: _____

Charter School Official
(Original signature required)

Printed Name: Aimee Alling Title: School Director

For additional information on the budget report, please contact:

Charter School Contact:

Cindy Fellows

Name _____

Financial Consultant/CBO _____

Title _____

831-682-1676

Telephone _____

cindy.fellows1210@gmail.com

E-mail Address _____

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	869,569.00	944,956.00	8.7%
2) Federal Revenue		8100-8299	15,769.00	12,265.00	-22.2%
3) Other State Revenue		8300-8599	178,311.00	63,741.00	-64.3%
4) Other Local Revenue		8600-8799	122,658.00	98,887.00	-19.4%
5) TOTAL, REVENUES			1,186,307.00	1,119,849.00	-5.6%
B. EXPENSES					
1) Certificated Salaries		1000-1999	420,972.00	419,857.00	-0.3%
2) Classified Salaries		2000-2999	161,248.00	161,748.00	0.3%
3) Employee Benefits		3000-3999	236,340.00	240,965.00	2.0%
4) Books and Supplies		4000-4999	55,717.00	60,456.00	8.5%
5) Services and Other Operating Expenses		5000-5999	274,496.00	288,641.00	-2.1%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	11,604.00	11,355.00	-2.1%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			1,160,377.00	1,163,022.00	0.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			25,930.00	(43,173.00)	-266.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			25,930.00	(43,173.00)	-266.5%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	293,943.00	319,873.00	8.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			293,943.00	319,873.00	8.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			293,943.00	319,873.00	8.8%
2) Ending Net Position, June 30 (E + F1e)			319,873.00	276,700.00	-13.5%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	158,269.00	121,269.00	-23.4%
c) Unrestricted Net Position		9790	161,604.00	155,431.00	-3.8%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	246,014.88		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		

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Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			246,014.88		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	25,283.36		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			25,283.36		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
(G11 + H2) - (I7 + J2)			220,731.52		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	322,913.00	353,365.00	9.4%
Education Protection Account State Aid - Current Year		8012	100,441.00	145,376.00	44.7%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	446,215.00	446,215.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			869,569.00	944,956.00	8.7%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	12,265.00	12,265.00	0.0%
Special Education Discretionary Grants		8182	3,504.00	0.00	-100.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			15,769.00	12,265.00	-22.2%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	1,570.00	1,570.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	20,512.00	19,972.00	-2.6%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	156,229.00	42,199.00	-73.0%
TOTAL, OTHER STATE REVENUE			178,311.00	63,741.00	-64.3%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	5,500.00	4,000.00	-27.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	52,646.00	29,400.00	-44.2%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	64,512.00	65,487.00	1.5%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			122,658.00	98,887.00	-19.4%
TOTAL, REVENUES			1,186,307.00	1,119,849.00	-5.6%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	359,797.00	359,854.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	58,975.00	60,003.00	1.7%
Other Certificated Salaries		1900	2,200.00	0.00	-100.0%
TOTAL, CERTIFICATED SALARIES			420,972.00	419,857.00	-0.3%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	127,743.00	128,043.00	0.2%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	33,505.00	33,705.00	0.6%

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Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			161,248.00	161,748.00	0.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	113,071.00	115,980.00	2.6%
PERS		3201-3202	36,223.00	38,621.00	6.6%
OASDI/Medicare/Alternative		3301-3302	13,065.00	12,937.00	-1.0%
Health and Welfare Benefits		3401-3402	59,352.00	58,729.00	-1.0%
Unemployment Insurance		3501-3502	2,980.00	2,953.00	-0.9%
Workers' Compensation		3601-3602	6,252.00	6,252.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	5,397.00	5,493.00	1.8%
TOTAL, EMPLOYEE BENEFITS			236,340.00	240,965.00	2.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	20,581.00	22,454.00	9.1%
Books and Other Reference Materials		4200	0.00	100.00	New
Materials and Supplies		4300	35,136.00	37,902.00	7.9%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			55,717.00	60,456.00	8.5%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	8,997.00	4,963.00	-44.8%
Dues and Memberships		5300	1,500.00	1,500.00	0.0%
Insurance		5400-5450	22,240.00	28,493.00	28.1%
Operations and Housekeeping Services		5500	9,200.00	16,482.00	79.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	99,934.00	100,222.00	0.3%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	122,114.00	105,981.00	-13.2%
Communications		5900	10,511.00	11,000.00	4.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			274,496.00	268,641.00	-2.1%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	11,604.00	11,355.00	-2.1%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			11,604.00	11,355.00	-2.1%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENSES			1,160,377.00	1,163,022.00	0.2%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

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Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	869,569.00	944,956.00	8.7%
2) Federal Revenue		8100-8299	15,769.00	12,265.00	-22.2%
3) Other State Revenue		8300-8599	178,311.00	63,741.00	-64.3%
4) Other Local Revenue		8600-8799	122,658.00	98,887.00	-19.4%
5) TOTAL, REVENUES			1,186,307.00	1,119,849.00	-5.6%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		799,865.00	797,977.00	-0.2%
2) Instruction - Related Services	2000-2999		183,532.00	182,333.00	-0.7%
3) Pupil Services	3000-3999		17,814.00	10,080.00	-43.4%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		28,843.00	34,988.00	21.3%
8) Plant Services	8000-8999		118,719.00	126,289.00	6.4%
9) Other Outgo	9000-9999	Except 7600-7699	11,604.00	11,355.00	-2.1%
10) TOTAL, EXPENSES			1,160,377.00	1,163,022.00	0.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			25,930.00	(43,173.00)	-266.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			25,930.00	(43,173.00)	-266.5%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	293,943.00	319,873.00	8.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			293,943.00	319,873.00	8.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			293,943.00	319,873.00	8.8%
2) Ending Net Position, June 30 (E + F1e)					
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	158,269.00	121,269.00	-23.4%
c) Unrestricted Net Position		9790	161,604.00	155,431.00	-3.8%

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Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
6230	California Clean Energy Jobs Act	15,269.00	15,269.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	48,000.00	31,000.00
7338		75,000.00	75,000.00
7435	Learning Recovery Emergency Block Grant	20,000.00	0.00
Total, Restricted Net Position		158,269.00	121,269.00

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Description	2022-23 Estimated Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA	84.27	84.27	84.27	84.27	84.27	84.27
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	84.27	84.27	84.27	84.27	84.27	84.27
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	84.27	84.27	84.27	84.27	84.27	84.27

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Description	Object	Beginning Balances (Ref. Only)	ESTIMATES THROUGH THE MONTH OF:																			
			JUNE	July	August	September	October	November	December	January	February											
A. BEGINNING CASH													345,956.00	304,986.00	289,249.89	303,665.89	282,955.89	271,174.89	218,629.89	296,170.89		
B. RECEIPTS																						
LCFF/Revenue Limit Sources																						
Principal Apportionment	8010-8019		13,406.00	13,406.00	47,622.00	24,130.00	24,130.00	24,130.00	24,130.00	24,130.00	128,166.00	49,576.20										
Property Taxes	8020-8079																					
Miscellaneous Funds	8080-8099		26,772.89	26,772.89	53,546.00	35,697.00	35,697.00	35,697.00	35,697.00	35,697.00	35,697.00	35,697.00										
Federal Revenue	8100-8299																					
Other State Revenue	8300-8599		312.00	312.00				35,794.00	3,000.00	5,121.00												
Other Local Revenue	8600-8799		1,000.00	5,000.00	8,356.00	12,571.00	20,000.00	20,000.00	5,866.00	4,665.00	2,000.00											
Interfund Transfers In	8910-8929																					
All Other Financing Sources	8930-8979																					
TOTAL RECEIPTS			14,406.00	45,490.89	109,524.00	72,398.00	115,621.00	44,563.00	173,649.00	87,273.20												
C. DISBURSEMENTS																						
Certificated Salaries	1000-1999		9,842.00	18,904.00	37,709.00	37,709.00	37,709.00	37,709.00	37,709.00	37,709.00	37,709.00	37,709.00										
Classified Salaries	2000-2999		6,750.00	8,271.00	13,879.00	13,879.00	13,879.00	13,879.00	13,879.00	13,879.00	13,879.00	13,879.00										
Employee Benefits	3000-3999		5,662.00	8,372.00	18,520.00	18,520.00	18,520.00	18,520.00	18,520.00	18,520.00	18,520.00	18,520.00										
Books and Supplies	4000-4999		19,172.00	3,474.00	5,000.00	3,000.00	1,500.00	4,000.00	2,000.00	500.00												
Services	5000-5999		24,950.00	11,206.00	15,000.00	20,000.00	15,000.00	23,000.00	24,000.00	20,000.00												
Capital Outlay	6000-6599																					
Other Outgo	7000-7499																					
Interfund Transfers Out	7600-7629																					



Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699		66,376.00	50,227.00	90,108.00	93,108.00	122,402.00	97,108.00	96,108.00	90,608.00
TOTAL DISBURSEMENTS										
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not in Treasury	9111-9199									
Accounts Receivable	9200-9299	50,000.00	31,000.00	4,000.00	10,000.00	5,000.00				
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		50,000.00	31,000.00	4,000.00	10,000.00	5,000.00	0.00	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	60,000.00	20,000.00	15,000.00	15,000.00	5,000.00	5,000.00			
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		60,000.00	20,000.00	15,000.00	15,000.00	5,000.00	5,000.00	0.00	0.00	0.00
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		(10,000.00)	11,000.00	(11,000.00)	(5,000.00)	0.00	(5,000.00)	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(40,970.00)	(15,736.11)	14,416.00	(20,710.00)	(11,781.00)	(52,545.00)	77,541.00	(3,334.80)
F. ENDING CASH (A + E)			304,986.00	289,249.89	303,665.89	282,955.89	271,174.89	218,629.89	296,170.89	292,836.09
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										



Description	Object	ESTIMATES THROUGH THE MONTH OF:					TOTAL	BUDGET
		March	April	May	June	Accruals		
A. BEGINNING CASH		JUNE						
B. RECEIPTS		292,836.09	328,111.29	327,314.49	325,017.69			
LCOFF/Revenue Limit Sources								
Principal Apportionment	8010-8019	49,576.20	49,576.20	49,576.20	49,576.20	0.00	498,741.00	
Property Taxes	8020-8079						0.00	
Miscellaneous Funds	8080-8089	62,470.00	31,235.00	31,235.00	31,235.00	31,236.11	446,215.00	
Federal Revenue	8100-8299					12,265.00	12,265.00	
Other State Revenue	8300-8589	8,000.00	1,000.00		5,308.00	5,206.00	63,741.00	
Other Local Revenue	8600-8799	10,000.00	8,000.00	10,000.00	3,000.00	8,429.00	98,887.00	
Interfund Transfers In	8910-8929						0.00	
All Other Financing Sources	8930-8979						0.00	
TOTAL RECEIPTS		130,046.20	89,811.20	90,811.20	89,119.20	57,136.11	1,119,849.00	
C. DISBURSEMENTS								
Certificated Salaries	1000-1999	37,709.00	37,709.00	37,709.00	37,710.00	14,020.00	419,857.00	
Classified Salaries	2000-2999	13,879.00	13,879.00	13,879.00	13,882.00	7,934.00	161,748.00	
Employee Benefits	3000-3999	18,520.00	18,520.00	18,520.00	18,520.00	5,937.00	240,965.00	
Books and Supplies	4000-4999	1,500.00	500.00	1,000.00	3,810.00	15,000.00	60,456.00	
Services	5000-5999	23,163.00	20,000.00	22,000.00	25,322.00	25,000.00	268,641.00	
Capital Outlay	6000-6599						0.00	
Other Outgo	7000-7499					11,355.00	11,355.00	
Interfund Transfers Out	7600-7629						0.00	
All Other Financing Uses	7630-7699						0.00	

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Description	Object	Budget Year (1)					TOTAL	BUDGET
		March	April	May	June	Accruals		
TOTAL DISBURSEMENTS		94,771.00	90,608.00	93,108.00	99,244.00	79,246.00	1,163,022.00	1,163,022.00
D. BALANCE SHEET ITEMS								
Assets and Deferred Outflows								
Cash Not In Treasury	9111- 9199						0.00	0.00
Accounts Receivable	9200- 9299						50,000.00	50,000.00
Due From Other Funds	9310						0.00	0.00
Stores	9320						0.00	0.00
Prepaid Expenditures	9330						0.00	0.00
Other Current Assets	9340						0.00	0.00
Lease Receivable	9380						0.00	0.00
Deferred Outflows of Resources	9490						0.00	0.00
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	50,000.00	50,000.00
Liabilities and Deferred Inflows								
Accounts Payable	9500- 9599						60,000.00	60,000.00
Due To Other Funds	9610						0.00	0.00
Current Loans	9640						0.00	0.00
Unearned Revenues	9650						0.00	0.00
Deferred Inflows of Resources	9690						0.00	0.00
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	60,000.00	60,000.00
Nonoperating								
Suspense Clearing	9910						0.00	0.00
TOTAL BALANCE SHEET ITEMS							(10,000.00)	(10,000.00)
E. NET INCREASE/DECREASE (B - C + D)		35,275.20	(796.80)	(2,296.80)	(10,124.80)	(22,109.89)	(53,173.00)	(43,173.00)
F. ENDING CASH (A + E)		328,111.29	327,314.49	325,017.69	314,892.89			
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS							292,783.00	

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Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 0.00
2. Contracted general administrative positions not paid through payroll _____
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. 0.00
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 818,560.00

C. Percentage of Plant Services Costs Attributable to General Administration

- (Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 0.00%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. Retain supporting documentation. _____

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals
(Functions 7200-7600, objects 1000-5999, minus Line B9) 23,440.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
(Function 7700, objects 1000-5999, minus Line B10) 0.00

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3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	0.00
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	23,440.00
9. Carry-Forward Adjustment (Part IV, Line F)	12,245.14
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	35,685.14
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	799,865.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	183,532.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	17,814.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	0.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	288.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	5,115.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	26,691.00
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	92,028.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	1,125,333.00
C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment	
(For information only - not for use when claiming/recovering indirect costs) (Line A8 divided by Line B19)	2.08%
D. Preliminary Proposed Indirect Cost Rate	
(For final approved fixed-with-carry-forward rate for use in 2024-25 see www.cde.ca.gov/fg/ac/ic) (Line A10 divided by Line B19)	3.17%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates

the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	23,440.00
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	2,084.07
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (1.18%) times Part III, Line B19); zero if negative	12,245.14
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (1.18%) times Part III, Line B19) or (the highest rate used to recover costs from any program (0%) times Part III, Line B19); zero if positive	0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)	12,245.14
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	not applicable
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	12,245.14

Approved indirect cost rate: 1.18%
 Highest rate used in any program: 0.00%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
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(17)

Section I - Expenditures	Funds 01, 09, and 62			2022-23 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	1,160,377.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	15,769.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	0.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	11,604.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100, 9200	7699, 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00

9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.		0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)			11,604.00
D. Plus additional MOE expenditures:			
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699 0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.		0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)			1,133,004.00
Section II - Expenditures Per ADA			2022-23 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, Line C9)			84.27
B. Expenditures per ADA (Line I.E divided by Line II.A)			13,444.93
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)		Total	Per ADA

<p>A. Base expenditures (Preloaded expenditures from prior year official CDE MOE Calculation) (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)</p>		
<p>1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)</p>		
<p>2. Total adjusted base expenditure amounts (Line A plus Line A.1)</p>		
<p>B. Required effort (Line A.2 times 90%)</p>		
<p>C. Current year expenditures (Line I.E and Line II.B)</p>		
<p>D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)</p>		
	966,368.08	11,439.02
	0.00	0.00
	966,368.08	11,439.02
	869,731.27	10,295.12
	1,133,004.00	13,444.93
	0.00	0.00

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<p>E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)</p> <p>F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2024-25 may be reduced by the lower of the two percentages)</p>	<p>MOE Met</p>	
		<p>0.00% 0.00%</p>
<p>SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)</p>		
<p>Description of Adjustments</p>	<p>Total Expenditures</p>	<p>Expenditures Per ADA</p>
<p>Total adjustments to base expenditures</p>		<p>0.00 0.00</p>

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Budget, July 1
2022-23 Unaudited Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	0.00		0.00	0.00
2. State Lottery Revenue	8560	14,569.00		5,943.00	20,512.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		14,569.00	0.00	5,943.00	20,512.00
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	14,569.00		5,943.00	20,512.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			0.00	0.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		14,569.00	0.00	5,943.00	20,512.00
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	0.00	0.00	0.00	0.00
D. COMMENTS:					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

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Budget, July 1
2022-23 Unaudited Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	0.00		0.00	0.00
2. State Lottery Revenue	8560	14,569.00		5,943.00	20,512.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		14,569.00	0.00	5,943.00	20,512.00
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	14,569.00		5,943.00	20,512.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			0.00	0.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		14,569.00	0.00	5,943.00	20,512.00
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	0.00	0.00	0.00	0.00
D. COMMENTS:					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

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Budget, July 1
Budget 2023-24
Technical Review Checks
Phase - All
Display - Exceptions Only

Big Sur Charter

Monterey County

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

F - Fatal (Data must be corrected; an explanation is not allowed)

W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)

O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

Budget, July 1
Estimated Actuals 2022-23
Technical Review Checks
Phase - All
Display - Exceptions Only

Big Sur Charter

Monterey County

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

F - Fatal (Data must be corrected; an explanation is not allowed)

W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)

O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

Big Sur Charter (118349) - 23-24 Adopted Budget V.24.1

5/28/2023

	2022-23	2023-24	2024-25	2025-26
SUMMARY OF FUNDING				
General Assumptions				
COLA & Augmentation	13.26%	8.22%	3.94%	3.29%
LCFF Entitlement				
Base Grant	\$784,164	\$848,598	\$882,037	\$911,029
Grade Span Adjustment	39,912	43,220	44,895	46,361
Supplemental Grant	40,908	48,176	51,500	53,192
Add-ons: Transitional Kindergarten	4,585	4,962	5,158	5,327
Total LCFF Entitlement Before Adjustments, ERT & Adc	\$869,569	\$944,956	\$983,590	\$1,015,909
Total LCFF Entitlement	869,569	944,956	983,590	1,015,909
LCFF Entitlement Per ADA	\$ 10,319	\$ 11,213	\$ 11,672	\$ 12,055
Components of LCFF By Object Code				
State Aid (Object Code 8011)	\$ 322,913	\$ 353,365	\$ 368,690	\$ 380,779
EPA (for LCFF Calculation - Resource 1400 / Object Code)	\$ 100,441	\$ 145,376	\$ 168,685	\$ 188,915
In-Lieu of Property Taxes (Object Code 8096)	446,215	446,215	446,215	446,215
TOTAL FUNDING	869,569	944,956	983,590	1,015,909
LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES				
Base Grant (Excludes add-ons for TIIG and Transportation)	\$ 824,076	\$ 891,818	\$ 926,932	\$ 957,390
Supplemental and Concentration Grant funding in the LCFF	\$ 40,908	\$ 48,176	\$ 51,500	\$ 53,192
Percentage to Increase or Improve Services	4.96%	5.40%	5.56%	5.56%
SUMMARY OF STUDENT POPULATION				
Unduplicated Pupil Population				
Total Enrollment	90	90	90	90
Total Unduplicated Pupil Count	25	25	25	25
Rolling %, Supplemental Grant	24.8200%	27.0100%	27.7800%	27.7800%
SUMMARY OF LCFF ADA				
Current Year ADA				
Grades TK-3	41.88	41.88	41.88	41.88
Grades 4-6	21.03	21.03	21.03	21.03
Grades 7-8	21.36	21.36	21.36	21.36
LCFF Subtotal	84.27	84.27	84.27	84.27
ACTUAL ADA (Current Year Only)				
Grades TK-3	41.88	41.88	41.88	41.88
Grades 4-6	21.03	21.03	21.03	21.03
Grades 7-8	21.36	21.36	21.36	21.36
Total Actual ADA	84.27	84.27	84.27	84.27
TOTAL FUNDED ADA				
Grades TK-3	41.88	41.88	41.88	41.88
Grades 4-6	21.03	21.03	21.03	21.03
Grades 7-8	21.36	21.36	21.36	21.36
Total Funded ADA	84.27	84.27	84.27	84.27
FUNDED ADA for the Transitional Kindergarten Add-on				
Current Year TK ADA	1.63	1.63	1.63	1.63

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LCFF CALCULATOR

118349	5 digit District code	Big Sur Charter
NO	Is this calculation	23-24 Adopted Budget V.24.1
Charter	Projection Type	Cindy Fellows
		cindy.fellows1210@gmail.com
5/28/2023	Projection Date	831-682-1676

	PY1	CY	CY1	CY2
Big Sur Charter (118349)	2022-23	2023-24	2024-25	2025-26

(1) UNIVERSAL ASSUMPTIONS

Statutory COLA & Augmentation/Suspension <i>(prefilled as calculated by the Department of Finance, DOF)</i>	13.26%	8.22%	3.94%	3.29%
Statutory COLA	6.56%	8.22%	3.94%	3.29%
Augmentation/(COLA Suspension)	6.70%	0.00%	0.00%	0.00%
Transitional Kindergarten Add-on (2022-23 forward)	\$ 2,813.00	\$ 3,044.23	\$ 3,164.17	\$ 3,268.27
EPA Entitlement as % of statewide adjusted Revenue	45.21920787%	45.21920787%	45.21920787%	45.21920787%

(2) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

(a) TRANSFER OF IN-LIEU PROPERTY TAX

I-4	F-6 / F-7 In-Lieu of Property Tax	446,215	446,215	446,215	446,215
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(b) UNDUPLICATED PUPIL PERCENTAGE (UPP)

A-1, A-2, A-3	Enrollment	90	90	90	90
B-1, B-2, B-3	Unduplicated Pupil Count	25	25	25	25
		<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>
	Single Year Unduplicated Pupil Percen	27.78%	27.78%	27.78%	27.78%
C-1	Unduplicated Pupil Percentage (%)	24.82%	27.01%	27.78%	27.78%

(d) AVERAGE DAILY ATTENDANCE (ADA)

G-4	TK (NEW beginning 2022-23)	1.63	1.63	1.63	1.63
B-1	Grades TK-3	41.88	41.88	41.88	41.88
B-2	Grades 4-6	21.03	21.03	21.03	21.03
B-3	Grades 7-8	21.36	21.36	21.36	21.36
B-4	Grades 9-12	-			
	SUBTOTAL ADA	84.27	84.27	84.27	84.27
	RATIO: ADA to Enrollment	0.94	0.94	0.94	0.94



FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

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Big Sur Charter School

Multiyear Projections: 22-23 Estimated Actuals & 23-24 Adopted Budget

Description	Object	22-23		23-24		24-25		25-26		Notes:
Enrollment		90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00	
Unduplicated		25.00	25.00	25.00	25.00	25.00	25.00	25.00	25.00	
ADA		84.27	84.00	84.00	84.00	84.00	84.00	84.00	84.00	ADA is based on current year numbers.
Per student LCFF income		\$ 10,318.84	\$ 11,249.48	\$ 11,249.48	\$ 11,709.40	\$ 12,094.15				
Revenues										
Revenue Limit/LCFF Funding	8011-8099	\$ 869,569	\$ 944,956	\$ 944,956	\$ 983,590	\$ 1,015,909				LCFF version 24.1 dated 5/27/2023
Federal Income: SPED & Covid	8100-8299	\$ 15,769	\$ 12,265	\$ 12,265	\$ 12,265	\$ 12,265				23-24 delete SPED local asst. grant \$3,504.
Other State Income: Mandated Costs, Lottery, SPED Mental Health, STRS on Behalf, Covid	8300-8599	\$ 178,311	\$ 63,741	\$ 63,741	\$ 63,741	\$ 63,741				23-24 delete Ed. Eff Grant = \$3,382, SPED dispute = \$402, Art & Music = \$57,003 and Learning Recovery = \$47,083. Decrease Lottery \$540 & SPED Mental Health \$7,734. Increase STRS on behalf \$1,574. Total Decrease = \$114,570.
Other Local Income: Interest, donations, SPED, Coastal Stewardship	8600-8799	\$ 122,658	\$ 98,887	\$ 98,887	\$ 98,887	\$ 98,887				23-24 Decrease interest earned by \$1,500 due to spending down of one time grants. Decrease donations \$23,246 due to spending down of carryover. Inc. SPED \$975 Total decrease \$23,771.
Total Revenues		\$ 1,186,307	\$ 1,119,849	\$ 1,119,849	\$ 1,158,483	\$ 1,190,802				
Expenditures										
Certificated Salaries	1000-1999	\$ 420,972	\$ 419,857	\$ 419,857	\$ 430,298	\$ 438,631				23-24 step = \$10,166, 24-25 = \$10,441 and 25-26= \$8,333. 23-24 Delete one time grants: Ed. Eff Grant. \$10,952 & SPED Dispute \$329 for total decrease \$11,281.
Classified Salaries	2000-2999	\$ 161,248	\$ 161,748	\$ 161,748	\$ 162,748	\$ 163,748				Steps: 23-24 = \$500, 24-25 = \$1,000 and 25-26=\$1,000.
Benefits	3000-3999	\$ 236,340	\$ 240,965	\$ 240,965	\$ 246,065	\$ 249,291				23-24 Delete Ed. Eff. Grant & SPED Dispute \$2,498. Increase STRS on Behalf \$1,574. Benefits adjusted for step/column: 23-24 = \$2,983, 24-25 = \$3,044 & 25-26 = \$2,213. No increases in STRS rates. PERS rates: 22-23= 25.37%, 23-24=26.68% \$2,566, 24-25= 28.1% \$2,056 & 25-26= 28.8% \$1,013.
Books and Supplies	4000-4999	\$ 55,717	\$ 60,456	\$ 60,456	\$ 50,456	\$ 47,456				23-24 increase Art & Music \$2,000 & SPED \$800, Learn. Rec. \$2,917 for carryover & reduce unreserved \$435, lottery \$540. Total Increase \$4,742. 24-25 Delete Learning Recovery \$10,000. 25-26 reduce Art & Music \$3,000, carryover running out & last year.
Services & Operating Expenses	5000-5999	\$ 274,496	\$ 268,641	\$ 268,641	\$ 258,641	\$ 258,641				23-24 Increase unreserved. insurance, utilities & misc.= \$13,812 & Art & music \$5,997 for c/o. Delete One time: SPED ARP \$3,504, SPED mental \$7,734 & Ed. Eff. \$3,534 & dec. Learning recovery \$10,000 & donations \$393, funds used for Coastal Stewardship & Reg. SPED \$499 to offset increase in salaries & benefits. Total decrease: \$5,855. 24-25 Delete Learning Recovery \$10,000.
Administrative Fee at 1%	7100-7499	\$ 11,604	\$ 11,355	\$ 11,355	\$ 11,482	\$ 11,578				1% total expenditures paid to Big Sur Unified
Total Expenditures		\$ 1,160,377	\$ 1,163,022	\$ 1,163,022	\$ 1,159,690	\$ 1,169,345				
Net Increase (Decrease) in Fund		\$ 25,930	\$ (43,173)	\$ (43,173)	\$ (1,207)	\$ 21,457				
Beginning Balance		\$ 293,943	\$ 319,873	\$ 319,873	\$ 276,700	\$ 275,493				
Ending Balance before deducting Rest.		\$ 319,873	\$ 276,700	\$ 276,700	\$ 275,493	\$ 296,951				
Prop 39		\$ 15,269	\$ 15,269	\$ 15,269	\$ 15,269	\$ 15,269				
College Readiness		\$ 75,000	\$ 75,000	\$ 75,000	\$ 75,000	\$ 75,000				
Art and Music Grant		\$ 48,000	\$ 31,000	\$ 31,000	\$ 14,000	\$ -				
Learning Recovery Grant		\$ 20,000	\$ -	\$ -	\$ -	\$ -				
Total Restricted Balance		\$ 158,269	\$ 121,269	\$ 121,269	\$ 104,269	\$ 90,269				
Ending Unrestricted Fund Balance		\$ 161,604	\$ 155,431	\$ 155,431	\$ 171,224	\$ 206,682				

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AT-WILL EMPLOYMENT AGREEMENT
Between
BIG SUR CHARTER SCHOOL & Vicki Blaszcak

THIS EMPLOYMENT AGREEMENT (“Agreement”) is entered into by and between the above-named employee (“Employee”) and the Governing Board (“Board”) of Big Sur Charter School (“BSCS”), a California public charter school approved by the Big Sur Unified School District (“District”). The Board desires to hire employees who will assist BSCS in implementing its purposes, policies, and procedures, and in achieving the goals and meeting the requirements of BSCS’s charter. The parties recognize that BSCS is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992.

WHEREAS, BSCS and the Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

A. STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL EMPLOYMENT

1. BSCS operates charter schools that have been established pursuant to the Charter Schools Act of 1992, Education Code section 47600, *et seq.*, and which have been duly approved by the SBE, according to the laws of the State of California.
2. Pursuant to Education Code section 47604, BSCS has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 *et seq.* of the Corporations Code). As such, BSCS is considered a separate legal entity from the District, which granted the charter. The District shall not be liable for any debts and obligations of BSCS, and the employee signing below expressly recognizes that he/she is being employed by BSCS and not the District.
3. Pursuant to Education Code section 47610, BSCS must comply with all of the provisions set forth in the operative charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610.
4. BSCS shall be deemed the exclusive public school employer of the employees at BSCS for purposes of Government Code section 3540.1.

B. EMPLOYMENT TERMS AND CONDITIONS

1. **Duties**

The Employee shall work in the position of Teacher/Academic Advisor. The Employee will perform such duties as BSCS may reasonably assign and the Employee will abide by all BSCS’s policies and procedures as adopted and amended from time to time. The Employee further agrees to abide by the provisions of BSCS’s charter. A copy of the job description for the above position is attached hereto and incorporated by reference herein. These duties may be amended from time to time in the sole discretion of BSCS.

2. **Work Schedule**

The regular work schedule for this full-time position will be Monday through Friday from 8:30 am to 4:30 pm per the school calendar. Teachers may be required to remain present and available at the learn center on days when student meetings are not pre-scheduled. While the Employee shall be available during regular business hours, the duties of this exempt position may require work on weekends, as well as before and after the regular work year or hours of the work day. Workdays on which the Employee is expected to be available shall be consistent with the applicable calendar of workdays for this position. The current year schedule is attached hereto and incorporated by reference herein. The Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with BSCS.

3. **Compensation**

The annual compensation for this position shall be \$54,00 (1/I) per year, to be paid monthly, subject to all regular withholdings. The Employee's compensation may be prorated depending on whether the Employee remains employed, or in active work status, for the entire year. As an exempt employee, the Employee shall not be eligible to earn overtime.

4. **Employee Benefits**

The Employee shall be entitled to participate in designated employee benefit programs and plans established by BSCS (subject to program and eligibility requirements) for the benefit of its employees, which from time to time may be modified by BSCS in its sole discretion.

5. **Performance Evaluation**

The Employee shall receive periodic performance reviews conducted by his or her supervisor. At a minimum, performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems. Failure to evaluate the Employee shall not prevent BSCS from disciplining or dismissing the Employee at-will in accordance with this Agreement.

6. **Employee Rights**

Employment rights and benefits for employment at BSCS shall only be as specified in this Agreement, BSCS's charter, the Charter Schools Act, and BSCS's Employee Handbook, which BSCS may amend and modify from time to time. Employment rights and benefits may be affected by other applicable agreements or directives or advisories from the California Department of Education or the State Board of Education. During the term of this Agreement, the Employee shall not acquire or accrue tenure, or any employment rights with BSCS.

7. **Licensure**

The Employee understands that employment is contingent upon verification and maintenance of any applicable licensure and/or credentials.

8. **Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his/her professional capacity or within the scope of his/her employment whom he/she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. By executing this Agreement, the Employee acknowledges he/she is a child care custodian and is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

9. **Fingerprinting/TB Clearance**

Fingerprint clearance for the Employee will be acquired through submitting the Employee's fingerprints to the California Department of Justice. The Employee will be required to assume the cost of all fees related to the fingerprinting process. The Employee will be required to submit evidence from a licensed physician and/or licensed entity that the Employee was found to be free from tuberculosis risk factors, or active tuberculosis if risk factors were identified. Both clearances must be in place prior to the first day of service.

10. **Conflicts of Interest**

The Employee understands that, while employed at BSCS, he/she will have access to confidential and proprietary information. The Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or school that will in any way conflict with his/her employment with BSCS.

11. **Outside Professional Activities**

Upon obtaining prior written approval of the Executive Director, the Employee may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. BSCS shall in no way be responsible for any expenses attendant to the performance of such outside activities.

C. **EMPLOYMENT AT-WILL**

BSCS may terminate this Agreement and the Employee's employment at any time with or without cause, with or without advance notice, and at BSCS's sole and unreviewable

discretion. Either party may immediately terminate this Agreement and the Employee's employment upon written notice to the other party.

The Employee also may be demoted or disciplined and the terms of his/her employment may be altered at any time, with or without cause, at the discretion of BSCS. No one other than the Board has the authority to alter this arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to the terms of this Agreement, and any such agreement must be in writing and must be signed by the Board and by the affected employee and must specifically state the intention to alter this "at-will" relationship.

In the event of charter revocation or non-renewal, all contractual obligations under this Agreement cease immediately upon the effective date of revocation or non-renewal.

D. GENERAL PROVISIONS

1. **Waiver of Breach**

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

2. **Assignment**

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

3. **Governing Law**

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

4. **Partial Invalidity**

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions hereof will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

E. ACCEPTANCE OF EMPLOYMENT

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with BSCS on the terms specified herein.

2. All information I have provided to BSCS related to my employment is true and accurate.
3. A copy of the job description is attached hereto.
4. This is the entire agreement between BSCS and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature: _____ Date: _____

ON BEHALF OF BSCS:

Aimee Alling

Title: _____ Date: _____

BSCS Approval:

Date: _____

Chad Bollman, Board Secretary

*This Employment Agreement is subject to ratification
and approval by the Governing Board of Big Sur Charter School.*

AT-WILL EMPLOYMENT AGREEMENT
Between
BIG SUR CHARTER SCHOOL & Rachel Cruz

THIS EMPLOYMENT AGREEMENT (“Agreement”) is entered into by and between the above-named employee (“Employee”) and the Governing Board (“Board”) of Big Sur Charter School (“BSCS”), a California public charter school approved by the Big Sur Unified School District (“District”). The Board desires to hire employees who will assist BSCS in implementing its purposes, policies, and procedures, and in achieving the goals and meeting the requirements of BSCS’s charter. The parties recognize that BSCS is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992.

WHEREAS, BSCS and the Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

A. STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL EMPLOYMENT

1. BSCS operates charter schools that have been established pursuant to the Charter Schools Act of 1992, Education Code section 47600, *et seq.*, and which have been duly approved by the SBE, according to the laws of the State of California.
2. Pursuant to Education Code section 47604, BSCS has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 *et seq.* of the Corporations Code). As such, BSCS is considered a separate legal entity from the District, which granted the charter. The District shall not be liable for any debts and obligations of BSCS, and the employee signing below expressly recognizes that he/she is being employed by BSCS and not the District.
3. Pursuant to Education Code section 47610, BSCS must comply with all of the provisions set forth in the operative charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610.
4. BSCS shall be deemed the exclusive public school employer of the employees at BSCS for purposes of Government Code section 3540.1.

B. EMPLOYMENT TERMS AND CONDITIONS

1. **Duties**

The Employee shall work in the position of Teacher/Academic Advisor. The Employee will perform such duties as BSCS may reasonably assign and the Employee will abide by all BSCS’s policies and procedures as adopted and amended from time to time. The Employee further agrees to abide by the provisions of BSCS’s charter. A copy of the job description for the above position is attached hereto and incorporated by reference herein. These duties may be amended from time to time in the sole discretion of BSCS.

2. **Work Schedule**

The regular work schedule for this full-time position will be Monday through Friday from 8:30 am to 4:30 pm per the school calendar. Teachers may be required to remain present and available at the learn center on days when student meetings are not pre-scheduled. While the Employee shall be available during regular business hours, the duties of this exempt position may require work on weekends, as well as before and after the regular work year or hours of the work day. Workdays on which the Employee is expected to be available shall be consistent with the applicable calendar of workdays for this position. The current year schedule is attached hereto and incorporated by reference herein. The Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with BSCS.

3. **Compensation**

The annual compensation for this position shall be \$55,632 (3/I) per year, to be paid monthly, subject to all regular withholdings. The Employee's compensation may be prorated depending on whether the Employee remains employed, or in active work status, for the entire year. As an exempt employee, the Employee shall not be eligible to earn overtime.

4. **Employee Benefits**

The Employee shall be entitled to participate in designated employee benefit programs and plans established by BSCS (subject to program and eligibility requirements) for the benefit of its employees, which from time to time may be modified by BSCS in its sole discretion.

5. **Performance Evaluation**

The Employee shall receive periodic performance reviews conducted by his or her supervisor. At a minimum, performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems. Failure to evaluate the Employee shall not prevent BSCS from disciplining or dismissing the Employee at-will in accordance with this Agreement.

6. **Employee Rights**

Employment rights and benefits for employment at BSCS shall only be as specified in this Agreement, BSCS's charter, the Charter Schools Act, and BSCS's Employee Handbook, which BSCS may amend and modify from time to time. Employment rights and benefits may be affected by other applicable agreements or directives or advisories from the California Department of Education or the State Board of Education. During the term of this Agreement, the Employee shall not acquire or accrue tenure, or any employment rights with BSCS.

7. **Licensure**

The Employee understands that employment is contingent upon verification and maintenance of any applicable licensure and/or credentials.

8. **Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his/her professional capacity or within the scope of his/her employment whom he/she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. By executing this Agreement, the Employee acknowledges he/she is a child care custodian and is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

9. **Fingerprinting/TB Clearance**

Fingerprint clearance for the Employee will be acquired through submitting the Employee's fingerprints to the California Department of Justice. The Employee will be required to assume the cost of all fees related to the fingerprinting process. The Employee will be required to submit evidence from a licensed physician and/or licensed entity that the Employee was found to be free from tuberculosis risk factors, or active tuberculosis if risk factors were identified. Both clearances must be in place prior to the first day of service.

10. **Conflicts of Interest**

The Employee understands that, while employed at BSCS, he/she will have access to confidential and proprietary information. The Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or school that will in any way conflict with his/her employment with BSCS.

11. **Outside Professional Activities**

Upon obtaining prior written approval of the Executive Director, the Employee may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. BSCS shall in no way be responsible for any expenses attendant to the performance of such outside activities.

C. **EMPLOYMENT AT-WILL**

BSCS may terminate this Agreement and the Employee's employment at any time with or

without cause, with or without advance notice, and at BSCS's sole and unreviewable discretion. Either party may immediately terminate this Agreement and the Employee's employment upon written notice to the other party.

The Employee also may be demoted or disciplined and the terms of his/her employment may be altered at any time, with or without cause, at the discretion of BSCS. No one other than the Board has the authority to alter this arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to the terms of this Agreement, and any such agreement must be in writing and must be signed by the Board and by the affected employee and must specifically state the intention to alter this "at-will" relationship.

In the event of charter revocation or non-renewal, all contractual obligations under this Agreement cease immediately upon the effective date of revocation or non-renewal.

D. GENERAL PROVISIONS

1. **Waiver of Breach**

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

2. **Assignment**

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

3. **Governing Law**

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

4. **Partial Invalidity**

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions hereof will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

E. ACCEPTANCE OF EMPLOYMENT

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with BSCS on the terms specified herein.

2. All information I have provided to BSCS related to my employment is true and accurate.
3. A copy of the job description is attached hereto.
4. This is the entire agreement between BSCS and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature: _____ Date: _____

ON BEHALF OF BSCS:

Aimee Alling

Title: _____ Date: _____

BSCS Approval:

Date: _____

Chad Bollman, Board Secretary

*This Employment Agreement is subject to ratification
and approval by the Governing Board of Big Sur Charter School.*

AT-WILL EMPLOYMENT AGREEMENT
Between
BIG SUR CHARTER SCHOOL & Laura Fernandez

THIS EMPLOYMENT AGREEMENT (“Agreement”) is entered into by and between the above-named employee (“Employee”) and the Governing Board (“Board”) of Big Sur Charter School (“BSCS”), a California public charter school approved by the Big Sur Unified School District (“District”). The Board desires to hire employees who will assist BSCS in implementing its purposes, policies, and procedures, and in achieving the goals and meeting the requirements of BSCS’s charter. The parties recognize that BSCS is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992.

WHEREAS, BSCS and the Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

A. STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL EMPLOYMENT

1. BSCS operates charter schools that have been established pursuant to the Charter Schools Act of 1992, Education Code section 47600, *et seq.*, and which have been duly approved by the SBE, according to the laws of the State of California.
2. Pursuant to Education Code section 47604, BSCS has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 *et seq.* of the Corporations Code). As such, BSCS is considered a separate legal entity from the District, which granted the charter. The District shall not be liable for any debts and obligations of BSCS, and the employee signing below expressly recognizes that he/she is being employed by BSCS and not the District.
3. Pursuant to Education Code section 47610, BSCS must comply with all of the provisions set forth in the operative charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610.
4. BSCS shall be deemed the exclusive public school employer of the employees at BSCS for purposes of Government Code section 3540.1.

B. EMPLOYMENT TERMS AND CONDITIONS

1. **Duties**

The Employee shall work in the position of Teacher/Academic Advisor. The Employee will perform such duties as BSCS may reasonably assign and the Employee will abide by all BSCS’s policies and procedures as adopted and amended from time to time. The Employee further agrees to abide by the provisions of BSCS’s charter. A copy of the job description for the above position is attached hereto and incorporated by reference herein. These duties may be amended from time to time in the sole discretion of BSCS.

2. **Work Schedule**

The regular work schedule for this full-time position will be Monday through Friday from 8:30 am to 4:30 pm per the school calendar. Teachers may be required to remain present and available at the learn center on days when student meetings are not pre-scheduled. While the Employee shall be available during regular business hours, the duties of this exempt position may require work on weekends, as well as before and after the regular work year or hours of the work day. Workdays on which the Employee is expected to be available shall be consistent with the applicable calendar of workdays for this position. The current year schedule is attached hereto and incorporated by reference herein. The Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with BSCS.

3. **Compensation**

The annual compensation for this position shall be \$67,311 (10/III) per year, to be paid monthly, subject to all regular withholdings. The Employee's compensation may be prorated depending on whether the Employee remains employed, or in active work status, for the entire year. As an exempt employee, the Employee shall not be eligible to earn overtime.

4. **Employee Benefits**

The Employee shall be entitled to participate in designated employee benefit programs and plans established by BSCS (subject to program and eligibility requirements) for the benefit of its employees, which from time to time may be modified by BSCS in its sole discretion.

5. **Performance Evaluation**

The Employee shall receive periodic performance reviews conducted by his or her supervisor. At a minimum, performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems. Failure to evaluate the Employee shall not prevent BSCS from disciplining or dismissing the Employee at-will in accordance with this Agreement.

6. **Employee Rights**

Employment rights and benefits for employment at BSCS shall only be as specified in this Agreement, BSCS's charter, the Charter Schools Act, and BSCS's Employee Handbook, which BSCS may amend and modify from time to time. Employment rights and benefits may be affected by other applicable agreements or directives or advisories from the California Department of Education or the State Board of Education. During the term of this Agreement, the Employee shall not acquire or accrue tenure, or any employment rights with BSCS.

7. **Licensure**

The Employee understands that employment is contingent upon verification and maintenance of any applicable licensure and/or credentials.

8. **Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his/her professional capacity or within the scope of his/her employment whom he/she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. By executing this Agreement, the Employee acknowledges he/she is a child care custodian and is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

9. **Fingerprinting/TB Clearance**

Fingerprint clearance for the Employee will be acquired through submitting the Employee's fingerprints to the California Department of Justice. The Employee will be required to assume the cost of all fees related to the fingerprinting process. The Employee will be required to submit evidence from a licensed physician and/or licensed entity that the Employee was found to be free from tuberculosis risk factors, or active tuberculosis if risk factors were identified. Both clearances must be in place prior to the first day of service.

10. **Conflicts of Interest**

The Employee understands that, while employed at BSCS, he/she will have access to confidential and proprietary information. The Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or school that will in any way conflict with his/her employment with BSCS.

11. **Outside Professional Activities**

Upon obtaining prior written approval of the Executive Director, the Employee may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. BSCS shall in no way be responsible for any expenses attendant to the performance of such outside activities.

C. **EMPLOYMENT AT-WILL**

BSCS may terminate this Agreement and the Employee's employment at any time with or without cause, with or without advance notice, and at BSCS's sole and unreviewable

discretion. Either party may immediately terminate this Agreement and the Employee's employment upon written notice to the other party.

The Employee also may be demoted or disciplined and the terms of his/her employment may be altered at any time, with or without cause, at the discretion of BSCS. No one other than the Board has the authority to alter this arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to the terms of this Agreement, and any such agreement must be in writing and must be signed by the Board and by the affected employee and must specifically state the intention to alter this "at-will" relationship.

In the event of charter revocation or non-renewal, all contractual obligations under this Agreement cease immediately upon the effective date of revocation or non-renewal.

D. GENERAL PROVISIONS

1. **Waiver of Breach**

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

2. **Assignment**

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

3. **Governing Law**

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

4. **Partial Invalidity**

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions hereof will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

E. ACCEPTANCE OF EMPLOYMENT

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with BSCS on the terms specified herein.

2. All information I have provided to BSCS related to my employment is true and accurate.
3. A copy of the job description is attached hereto.
4. This is the entire agreement between BSCS and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature: _____ Date: _____

ON BEHALF OF BSCS:

Aimee Alling

Title: _____ Date: _____

BSCS Approval:

Date: _____

Chad Bollman, Board Secretary

*This Employment Agreement is subject to ratification
and approval by the Governing Board of Big Sur Charter School.*

MEMORANDUM OF UNDERSTANDING
between the
BIG SUR UNIFIED SCHOOL DISTRICT and the BIG SUR CHARTER SCHOOL
for the school year 2023-25

- I. This agreement, herein known as MOU, is entered into between the Big Sur Unified School District (BSUSD) and the Big Sur Charter School (BSCS). Whereas the BSUSD serves as the Authorizing Agency for the BSCS for the term of Six years from July 1, 2018 to June 30, 2025, both parties agree to applicable laws and responsibilities regarding “supervisory oversight” as defined in the California Education Code and The Brown Act.
- II. The term of this MOU is for the 2023-24 school year beginning July 1, 2023 and ending on June 30, 2024. As part of the BSUSD annual review of the BSCS, this MOU will be reviewed by both parties during the annual review period beginning March 1 - April 31, 2023. Any changes to this MOU must be in writing and agreed upon by both parties on or before the regularly scheduled meeting in August, 2023 of the BSUSD.
- III. The purpose of this agreement is to define the fiscal, administrative and operational responsibilities between BSUSD and the BSCS that may or may not otherwise be defined in the Big Sur Charter School Petition approved by the BSUSD board of Trustees on March 13, 2018. This MOU shall supersede all other MOUs between the BSUSD and the BSCS.
- IV. BSCS, operating as an independent Non-Profit Public Benefit Corporation, is responsible for any and all administrative, operational and financial costs and services for BSCS, including but not limited to state student reporting systems, annual reports and payroll.
- V. BSCS has chosen not to participate in E-rate beginning with the 2014-15 school year.
- VI. BSCS will determine which federal funding to apply for independently of BSUSD and comply with all requirements to secure funding and ensure that funds are spent appropriately, including completing the Local Control Accountability Plan, which will be submitted to BSUSD for annual review.
- VII. General BSUSD Oversight Duties Matrix, attached, to be completed and adhered to by both parties.

We hereby approve & agree to the terms and conditions of this MOU as set forth above:

X _____ Date _____

BSUSD Board of Trustees Representative (print name & title) _____

X _____ Date _____

BSCS Board of Directors Representative (print name & title) _____