

February Board Meeting

Shanel Valley Academy

Feb 28, 2022 at 5:00 PM PST to Feb 28, 2022 at 8:00 PM PST

Meeting Details:

<https://us06web.zoom.us/j/82365771300?pwd=N3hveEhGVXZKbDE0dWE1ZTh0NmZjdz09>, +1
3017158592

Meeting ID: 82365771300

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Agenda

- | | |
|--|----------------|
| I. Land Acknowledgment and Moment of Silence | 5:00 PM |
| II. Call to Order | 5:01 PM |
| III. Roll Call | 5:02 PM |
| IV. Public Comment Regarding Closed Session Items | 5:07 PM |
| V. Closed Session | |
| A. Public Employee Performance Evaluation - Principal | 5:12 PM |
| Action Item | |
| B. Public Employee Employment: Management Position | 5:42 PM |
| Action Item | |
| VI. Introductory Items | 6:27 PM |
| A. Reconvene in Open Session | |
| B. Report Out from Closed Session | |
| C. Approval of the Agenda | |
| VII. Public Comment & Announcements on Non Agenda Items | 6:32 PM |
| <i>This portion of the meeting is reserved for persons wishing to address the Board on items not on the agenda. Although the Board of Directors may briefly respond to statements or questions, under state law, matters presented under this item cannot be discussed or acted upon by the Board at this time. Individual public comments are limited to 3 minutes. If an interpreter is needed for comments, they will be translated to English and the time limit shall be six (6) minutes. The Board reserves the right to mute or remove a member of the public if comments or actions disrupt the Board meeting.</i> | |
| VIII. School Updates & Announcements | 6:37 PM |
| A. Principal's Report | |
| B. Parent Advisory Council Updates & Announcements | |

IX. Supplement to the Annual Update for the 2021-2022 LCAP and Mid Year LCAP Supplement Presentation **6:47 PM**

A. Supplement to the Annual Update to the 2021-22 LCAP

B. Updates / Changes Made - Budget Overview for Parents

C. Updates on Available Mid-Year Outcome Data (21-22 LCAP Metrics)

D. Updates on Mid-Year Expenditure and Implementation Data (21-22 LCAP Actions)

X. Ratification of 2021-2022 School Accountability Report Card **7:32 PM**

XI. Fiscal Updates **7:42 PM**

A. General Fiscal Updates from Ed Tec

Guest: Brian Holmes

Procedural Item

XII. Annual Review and Approval of Comprehensive School Safety Plan **8:02 PM**

XIII. Discussion/Informational Items **8:22 PM**

A. Board Business

1. Form 700 8:32 PM

All members of the charter school/organization's Governing Board and Officers, Executive Director and designated employees who make or participate in decision making processes must complete a form 700 and submit to the FPPC.

Conflicts of interest must be disclosed. Filing requirements: 1x when assuming office, 1x annually and 1x upon leaving office.

Prepare for the April 1 deadline. State law requires that "designated persons" at California charter schools file this annual disclosure. This webinar will help you prepare for the April 1 filing deadline.

Webinar can be viewed here:

<https://www.chartercenter.org/resources/accountability/csdc-2022-form-700-webinar-resource-page>

XIV. Consent Agenda **8:37 PM**

A. Approval of Board Minutes

Minutes reflect actions taken and provide information for the public.

B. Remote Board Meeting Vote **8:42 PM**

In Recognition that Mendocino County is still in a state of public health emergency related to the covid-19 pandemic the SVA board proposes to continue meeting virtually, with an onsite attendance option available in the SVA conference room, for any members of the public who cannot attend virtually because of technical difficulties.

To continue meeting via teleconference, we are proposing the following resolution to acknowledge that there is a continuing state of emergency related to Covid-19 transmission, and that meeting in person would cause an undue burden (risk of transmission) on our community.

C. Community Newsletter

8:43 PM

Presenter: Melea Meyer

See attached for a draft copy of our March newsletter (to go out 3/1).

XV. Adjournment

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Shanel Valley Academy	Eric Crawford, Principal	eric@shanelvalleyacademy.com 707 744-1489

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

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Shanel Valley Academy engaged its educational partners on the use of funds for this year during 2021. Previous engagement opportunities include Local Control Accountability Plan 2021-22: <https://www.sanelvalleyacademy.com/accountability/> (page 6)

Shanel Valley Academy did not receive any additional funds through the Budget Act of 2021 that were not included in the 2021-22 LCAP and normally would be included due to a revision of the LCAP in September 2021.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Since the additional concentration grant add-on funding received was not sufficient to hire additional staff, Shanel Valley Academy is using the additional funding to provide additional hours for our existing paraprofessionals to provide additional direct services to students by working closely with teachers, the special education teacher, school counselor and principal to assist in delivery of standards-aligned lessons, support student achievement and promote school wide learning and climate goals.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The development of the ESSER III Expenditure Plan was first discussed with staff, Board President, and client manager over weekly planning sessions. Input was solicited from Board members and the public at a board meeting on 12/9/21. Parent input was solicited

through the LCAP community partner engagement process in May and June of 2021. Families and community members were also invited to comment on our revised LCAP, federal addendum and expenditure plans in our public hearing in September, and subsequent Board approval in the Regular September Board meeting. Additionally, the ESSER III plan was presented to the School Site Council on 11/30/21 and the Parent Advisory group on 12/8/21 and 1/11/2022. Finally, the plan went to the Board of Directors for approval on 1/20/22. At all meetings, proposed expenditures along with relevant data were reviewed and stakeholders were given the opportunity to propose revisions. In addition, strategic planning discussions regarding the school's fiscal health in its first year of operation were also taken into consideration in its development.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Shanel Valley Academy is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act with implementation of clear protocols with regards to daily health reviews, use of PPE, enhanced cleaning protocols. Any unvaccinated staff members are tested for COVID-19 twice weekly, and students have access to COVID-19 testing at any time. All students must test before returning to school after an illness. There has been no school-based transmission and no need to quarantine students. The diversion of staff time to implement these protocols and some parent resistance to masking have been the only challenges in implementing these protocols.

ESSER III expenditure plan implementation progress:

Shanel Valley Academy has been able to upgrade **technology** to ensure that students have the internet bandwidth available to access high-quality digital resources. This endeavor has brought high speed internet into the community that hasn't had this service previously. One challenge has been the delay in installation of a fiber network due to supply chain issues. The school has also been able to purchase PPE and upgrade the HVAC system to ensure students can safely return to classrooms for in-person learning.

The school has successfully implemented the **afterschool program** to include tutoring support for students who experienced learning loss due to distance learning. There are themed activities for each day of the week. The program hosts career speakers on Wednesdays to provide students exposure to programs and careers available in their community. It has been a challenge to adjust the structure of the after-school program to best meet the needs of the students. The school continues to improve the program to ensure a robust academic and enrichment opportunity for students.

The development of the **personalized learning plans** was delayed due to a delay in receiving the Chromebooks that allowed students to take the iReady assessment in ELA and Math. The teachers used this data, as well as anecdotal data on soft skills to create the personalized learning plans.

Shanel Valley Academy has changed the ESSER III Expenditure Plan **Additional Staffing Support** to Standards-aligned instruction. Due to a decrease in enrollment and less than forecast ADA, the school will use the funds to retain instructional staff and ensure small class sizes so that students get the support they need to recover from pandemic related learning loss.

Student Social Emotional Health: The school has successfully hired a counselor to support students social emotional health. The counselor does individual and some small group sessions. He also works with students around restorative practices as alternatives

to detention and suspension. The students are learning about consequences and how to restore relationships, and the teachers are learning how to implement restorative practices in their individual classrooms. The counselor's work has been integral to creating a positive school culture and climate, and as such a key piece to recruitment and retention of families and students. One challenge with supporting students social emotional health this year has been the unexpected scope of student issues.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Shanel Valley Academy is using the fiscal resources received for the 2021-22 school year with a specific focus on ensuring the academic and social emotional recovery of our students after spending a year or more in a distance learning format. The LCAP prioritizes providing high-quality, standards-aligned instruction with specific supports for our highest need students. The plan addresses learning loss through implementation of assessments and a multi-tiered system of academic supports. The ESSER III expenditure plan provides additional supports to address learning loss for students with the Afterschool Program, Personalized Learning Plans, and Standards-Based Instruction actions that supplement the related LCAP actions (Goal 1, Actions 1-2, Goal 2, Action 3).

Ensuring our students return to in-person instruction in the safest manner possible, while addressing their social emotional needs is also prioritized in the LCAP this year. The ESSER III expenditure plan Student Social Emotional Health action supplements the work previously outlined in the LCAP Social and Emotional Well-Being action (Goal 3, Action 2). The ESSER III expenditure plan Student Safety provisions actions supplement the LCAP Health and Safety action (Goal 1, Action 4).

As a new school, Shanel Valley Academy is working to standardize all our practices, procedures, and financial allocations to support the needs of our students. The school is fortunate to have the support of so many volunteers that help the school do the work when there isn't funding available to staff the necessary positions. There have been hours spent by teachers, staff, administrators, and volunteers to bring together all the components to create a positive learning environment for all students where they are encouraged to think creatively. The school is focused on supporting teachers to implement an innovative curriculum, such as Mindset Mathematics to ensure our students continue to be happy to come to school each day.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)."*

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

Prompt 2: *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

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

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

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

Prompt 3: *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

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

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

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

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

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

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

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

California Department of Education
November 2021

LCAP Mid-Year Update

Shanél Valley Academy
February 28, 2022

- 1. Overview of Requirements**
- 2. Updated Budget Overview for Parents and LCAP Mid-Year Expenditures**
- 3. LCAP Actions Implementation, Expenditures, and Outcomes Update**
- 4. Educational Partner Input**

What is it?

A comprehensive state plan required of districts and charter schools that details key goals, actions, and budgeted expenditures.

Focus Area

Explaining how additional funds for higher need student groups (*Low Income, English Learner, and Foster Youth*) are utilized.

Supplement to the Annual Update

Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the annual update to the 2021–22 LCAP and budget overview for parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. The Supplement is a one-time mid-year report related to engagement on, and implementation of, the actions associated with the additional state and federal funding received to support recovery from COVID-19 and address the impact of lost instructional time. It must include:

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

Updated Budget Overview for Parents

**A concise summary of revenues and expenditures
for this year.**

Updated Budget Overview for Parents

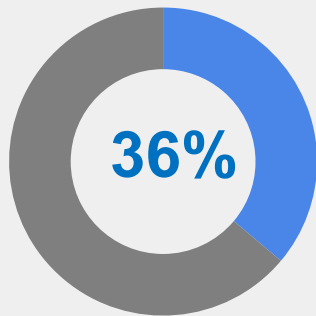


Budgetary Impact of 2021 Budget Act on 2021-22 Adopted Budget			
Budget Item	Projected 21-22 Budget Amount	Actual 21-22 Budget Amount	Difference
Total LCFF funds	\$ 1,278,628	\$ 1,004,154	\$ (274,474)
LCFF supplemental and concentration grants	\$ 211,531	\$ 188,402	\$ (23,129)
All other state funds	\$ 120,813	\$ 76,784	\$ (44,029)
All local funds	\$ 250,000	\$ 203,091	\$ (46,909)
All federal funds	\$ 237,656	\$ 751,210	\$ 513,554
Total projected revenue	\$ 1,887,097	\$ 2,035,238	\$ 148,141
Total budgeted general fund expenditures	\$ 1,673,346	\$ 2,010,252	\$ 336,906

YTD Expenditures by LCAP Goal

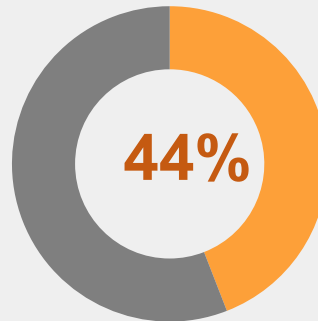


LCAP Goal 1: Basic Services



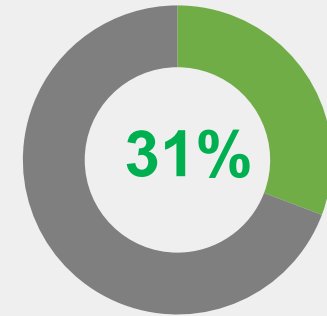
Goal 1 Total Budgeted Expenditures = \$736,091

LCAP Goal 2: Academic Achievement



Goal 2 Total Budgeted Expenditures = \$224,150

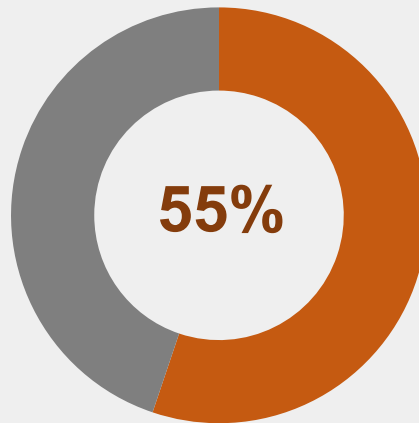
LCAP Goal 3: Positive School Climate



Goal 3 Total Budgeted Expenditures = \$166,970

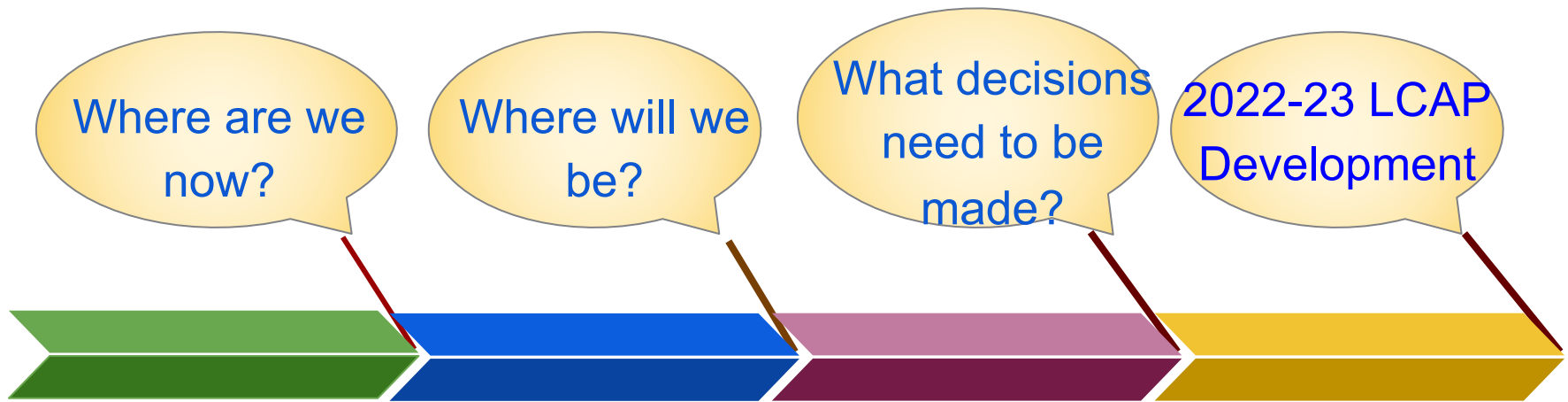
Funding expended for services for higher need student groups

2021-22 LCAP Contributing Expenditures for Increased or Improved Services



Total LCAP Budgeted Contributing Expenditures = \$190,100

Other Consideration - LCFF Carryover Requirement



- **Assess where we are with contributing expenditures.**
- **Estimate if the requirement will be met be at the end of 2021-22.**
- **Identify areas where resources need to be shifted in order to avoid carryover.**

Increased/Improved Services for English Learners, Low Income, and Foster/Homeless Youth

**Academic
Support**

**Social
Emotional
Well-Being**

**English
Language
Development**

**Instructional
Coaching**

ESSER III Funding Allocation

Technology and
School Safety
Provisions

Standards-Aligned
Instruction

After School Program

Additional
Supervision/Staffing
Support

LCAP Actions Implementation, Expenditures, and Outcomes Update

Goal 1: Basic Services

LCAP Actions Mid-Year Implementation & Expenditures Update

2021-22 LCAP Goal #	2021-22 LCAP Action #	2021-22 Action/Service Title	Contribut ed to Increased or Improved Services?	Budget	YTD Expenditures	Status
1	1	Standards-aligned instruction	N	\$ 456,000	\$ 147,000	★
1	2	Curriculum and Instructional Materials	N	\$ 64,341	\$ 54,186	★
1	3	Broad Course of Study	N	\$ 5,000	\$ -	★
1	4	Health and Safety	N	\$ 210,750	\$ 64,851	★

★	Complete
★	In Progress
★	Not Started

Goal 1: Basic Services

LCAP Actions Mid-Year Outcomes Update

Goal	METRICS	BASELINE	GOAL 2023-24	February Update Outcome
1	% of core and EL teachers are properly credentialed and appropriately assigned	Baseline will be established 21-22	100%	100%
1	% of curriculum materials are adequate, up-to-date, and aligned to school goals and state/national standards, including ELD standards	Baseline will be established 21-22	100%	100%
1	% of students with access to their own copies of standards-aligned instructional materials for use at school and at home	Baseline will be established 21-22	100%	100%
1	% of students that have access to and are enrolled in a broad course of study	Baseline will be established 21-22	100%	100%
1	Gauge that facilities meet the “good repair” standard	Baseline will be established 21-22	Met	Working on HVAC repairs

Goal 2: Academic Achievement

LCAP Actions Mid-Year Implementation & Expenditures Update

2021-22 LCAP Goal #	2021-22 LCAP Action #	2021-22 Action/Service Title	Contributed to Increased or Improved Services?	Budget	YTD Expenditures	Status
2	1	Professional Development	N	\$ 8,550	\$ 5,748	★
2	2	Instructional Coaching	Y	\$ 42,000	\$ 27,040	★
2	3	Academic Support	Y	\$ 7,600	\$ 7,600	★
2	4	Assessments	N	\$ 26,600	\$ 10,190	★
2	5	Special Education	N	\$ 101,400	\$ 29,250	★
2	6	English Language Development	Y	\$ 38,000	\$ 19,000	★

★	Complete
★	In Progress
★	Not Started

Goal 2: Academic Achievement

LCAP Actions Mid-Year Outcomes Update

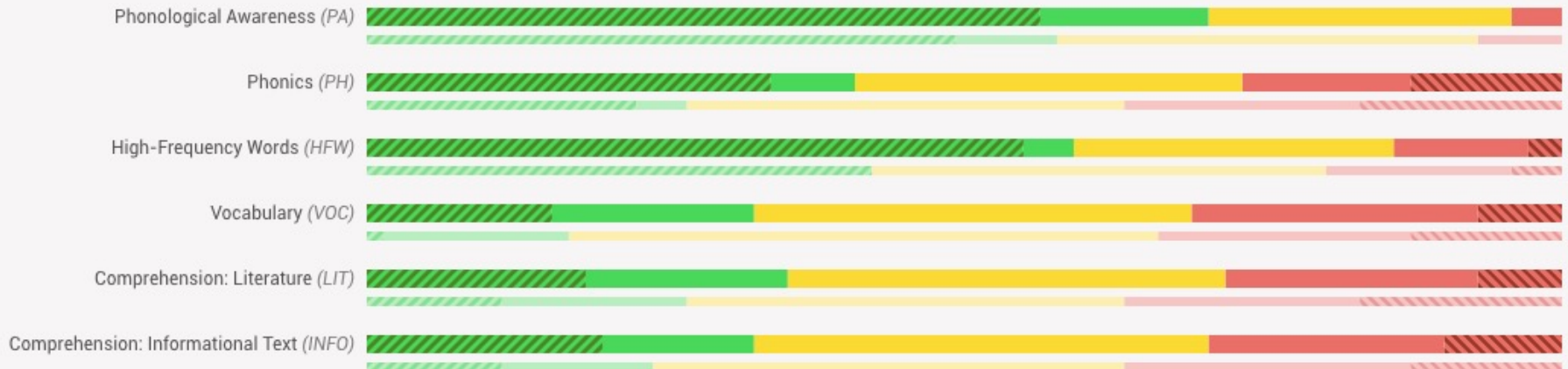
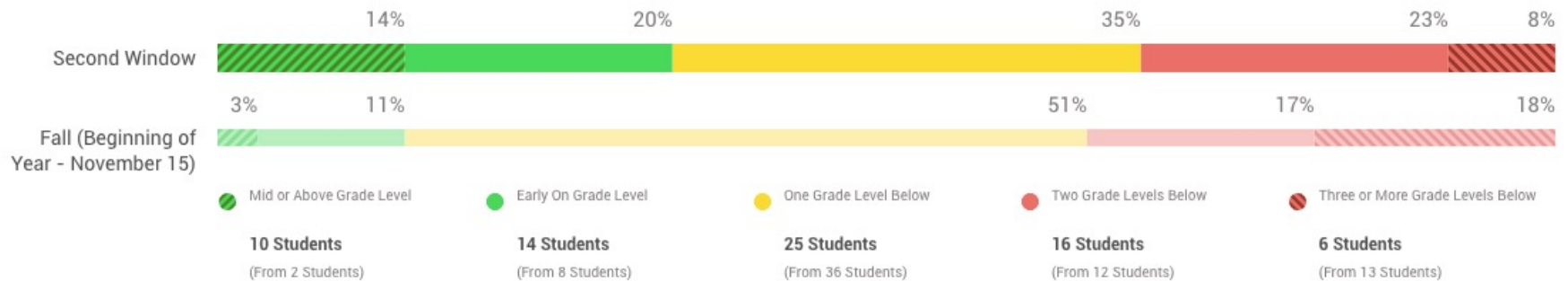
Goal	METRICS	BASELINE	GOAL 2023-24	February Update Outcome
2	iReady Reading and Math: % meeting Fall to Spring growth target	Baseline will be established 21-22	Reading: 65% Math: 60%	No mid-year data available yet
2	EL Reclassification Rate	Baseline will be established 21-22	15%	No data available
2	ELPAC Summative: % of students improving a level	Baseline will be established 21-22	55%	No data available
2	ELA CAASPP Distance from Standard for all students and all numerically significant subgroups	TBD	25 points below standard	No data available
2	Math CAASPP Distance from Standard for all students and all numerically significant subgroups	TBD	65 points below standard	No data available

Goal 2: Academic Achievement

All Grades Reading - Mid Year Assessment Results

Overall Placement

Students Assessed/Total: 71/127

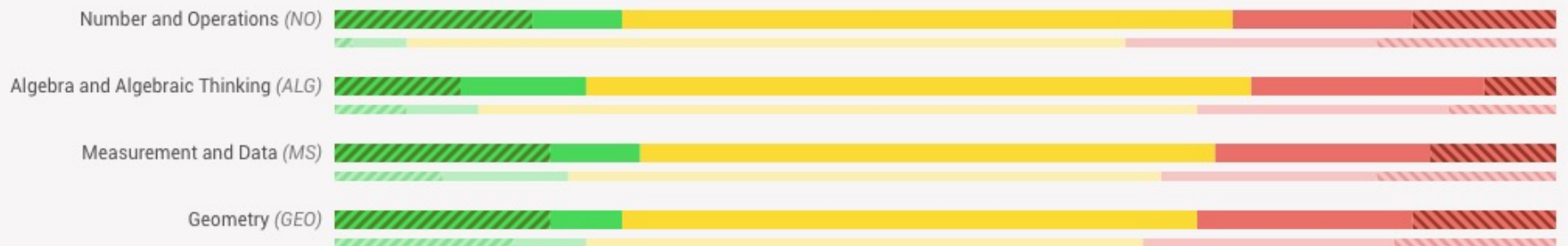
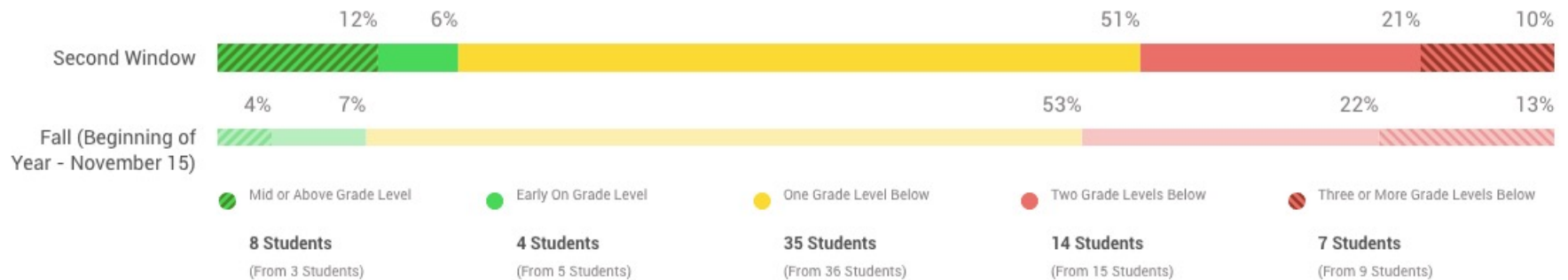


Goal 2: Academic Achievement

All Grades Math - Mid Year Assessment Results

Overall Placement

Students Assessed/Total: 68/127

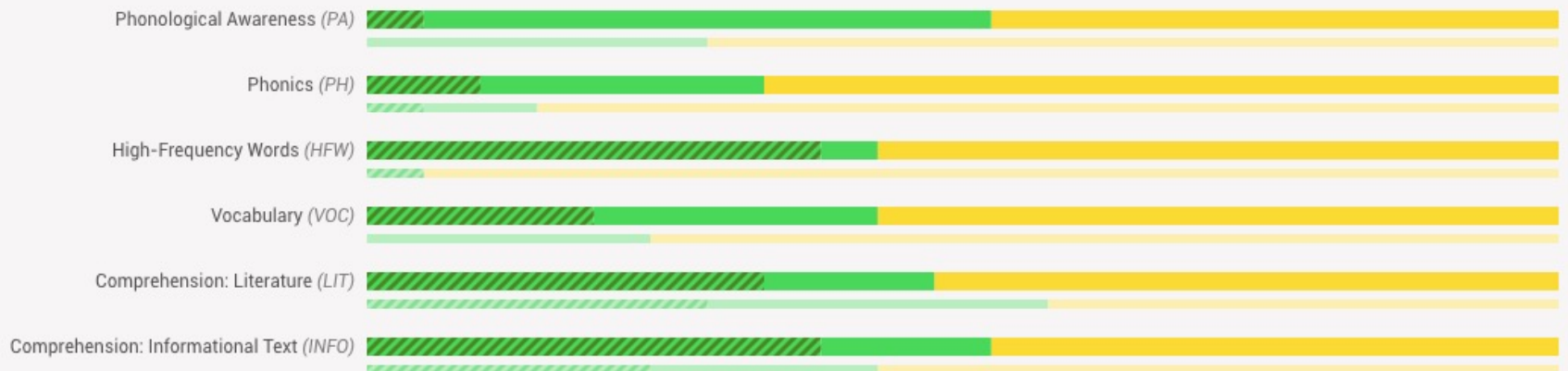
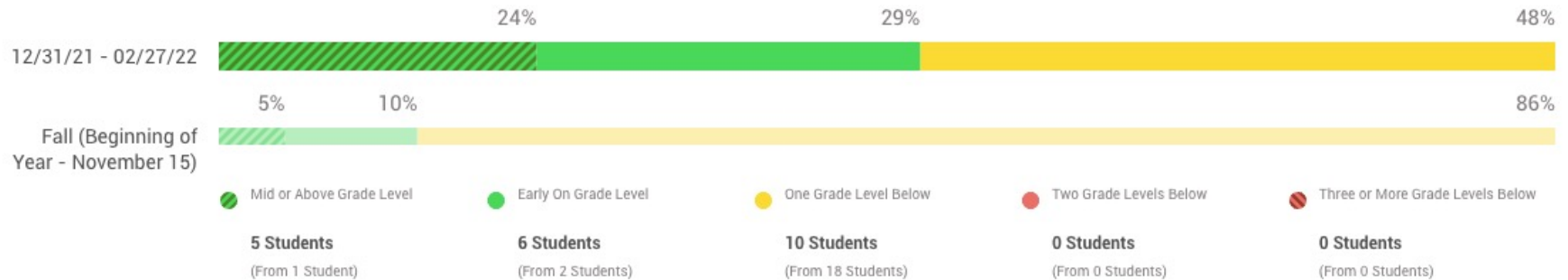


Goal 2: Academic Achievement

K Reading - Mid Year Assessment Results

Overall Placement

Students Assessed/Total: 21/45

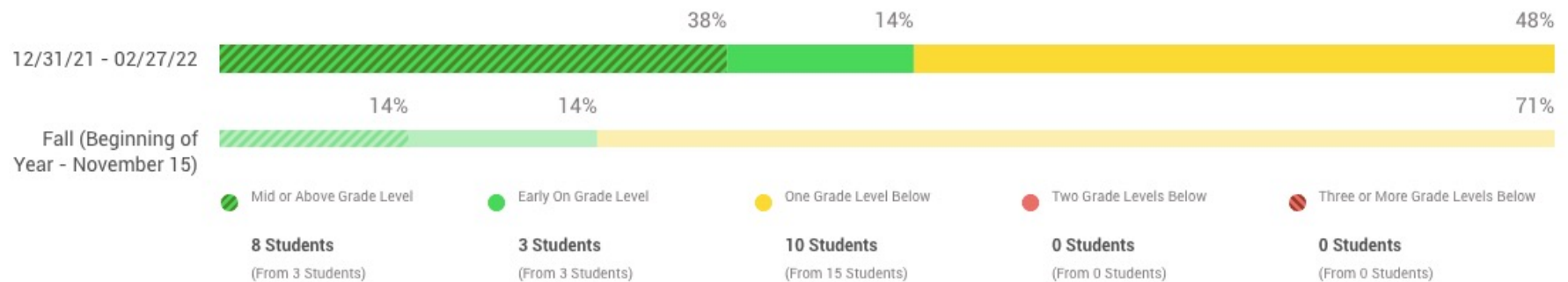


Goal 2: Academic Achievement

K Math - Mid Year Assessment Results

Overall Placement

Students Assessed/Total: 21/45

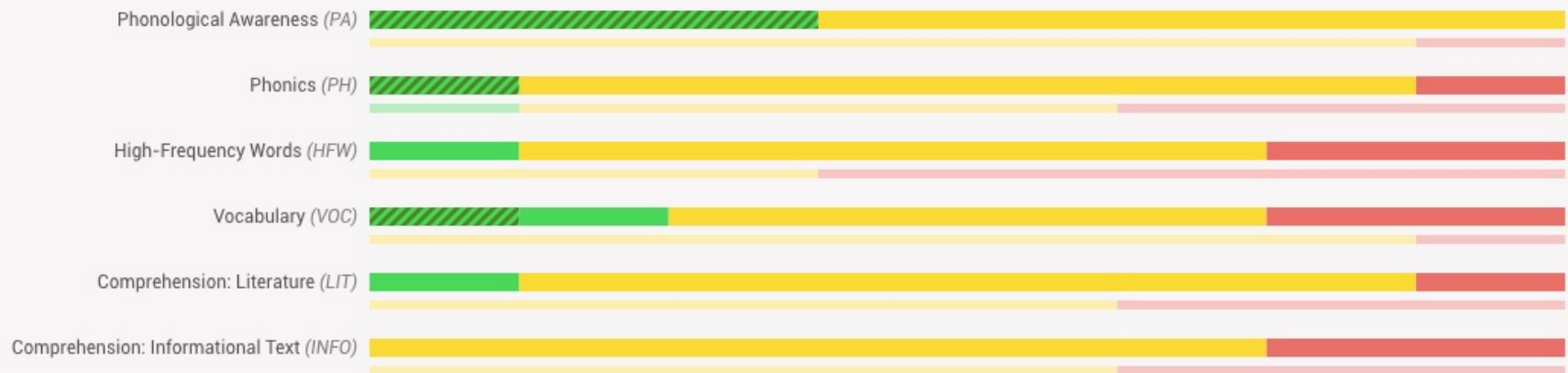
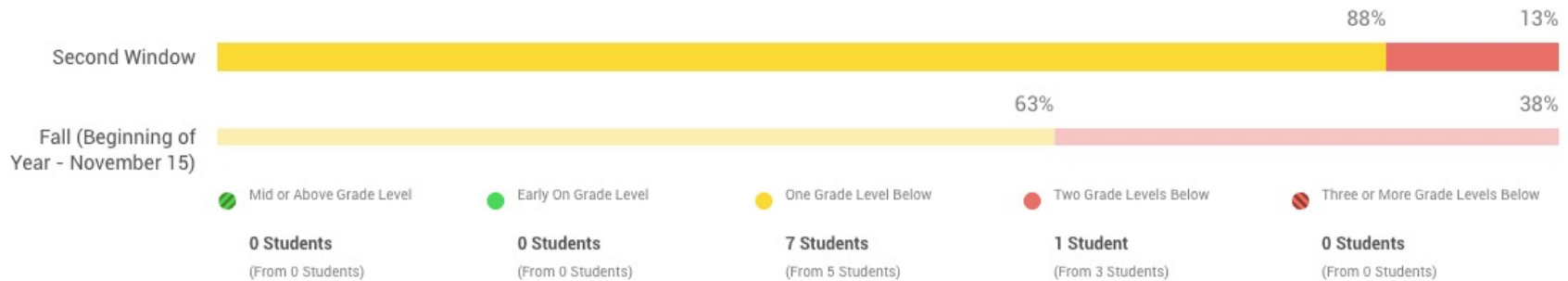


Goal 2: Academic Achievement

1st Reading - Mid Year Assessment Results

Overall Placement

Students Assessed/Total: 8/11

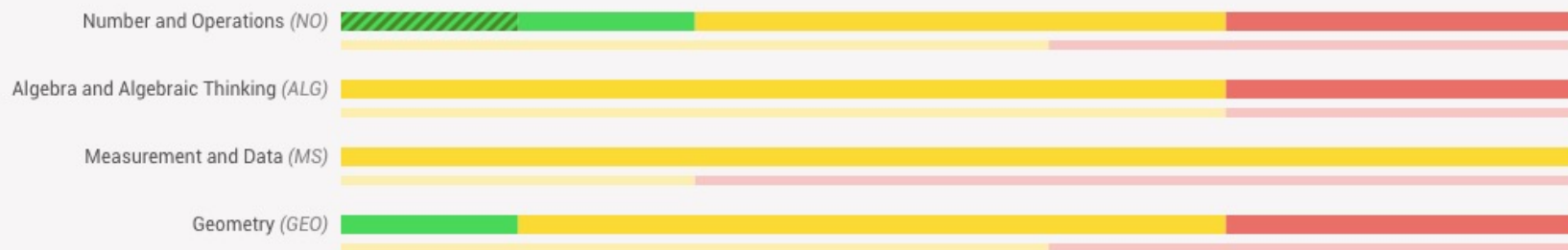
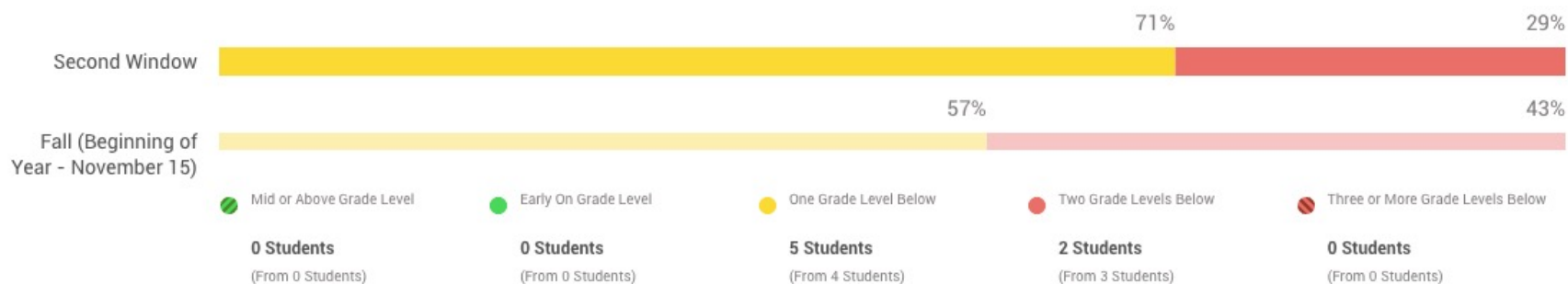


Goal 2: Academic Achievement

1st Math - Mid Year Assessment Results

Overall Placement

Students Assessed/Total: 7/11

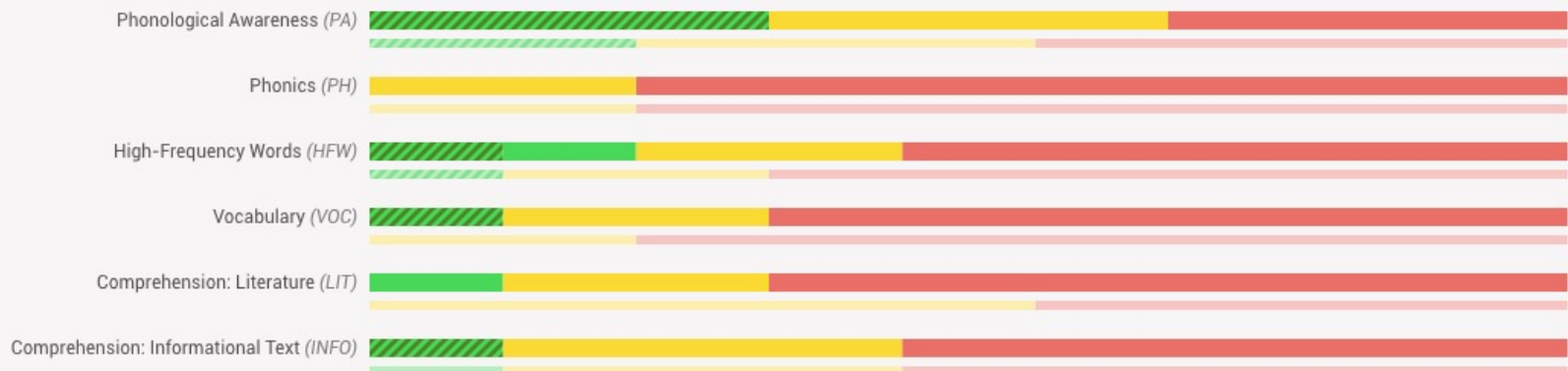
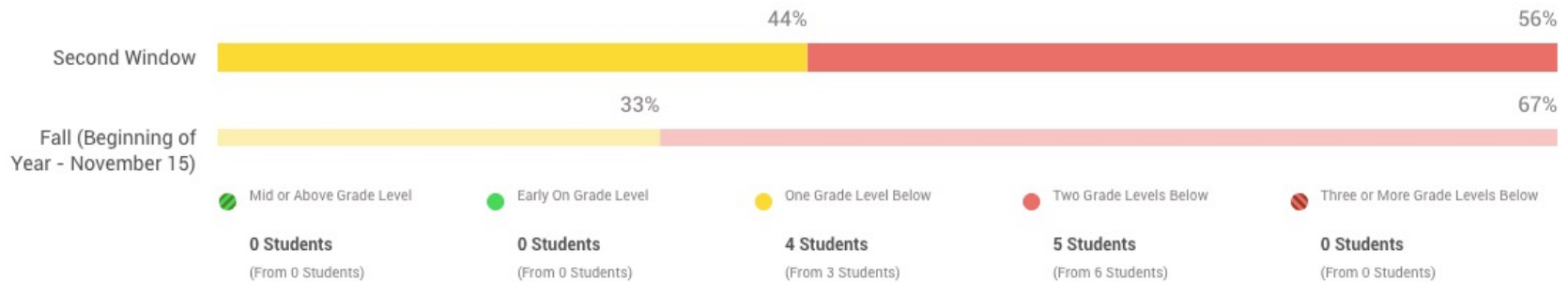


Goal 2: Academic Achievement

2nd Reading - Mid Year Assessment Results

Overall Placement

Students Assessed/Total: 9/12

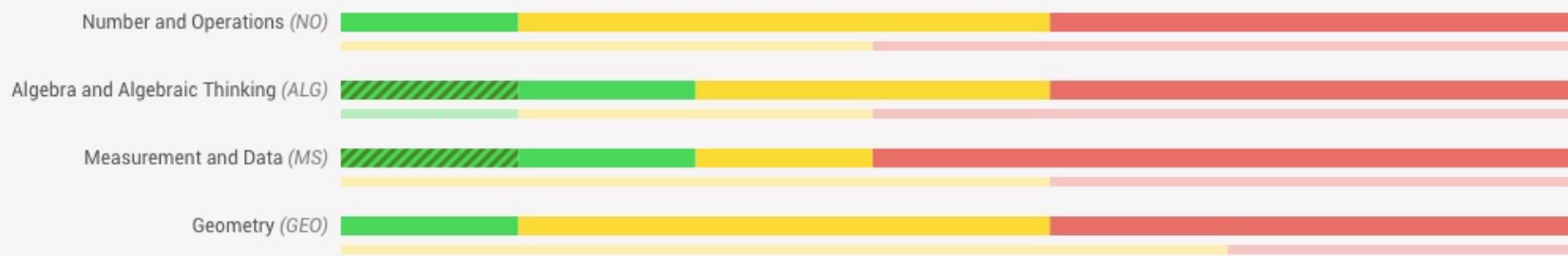
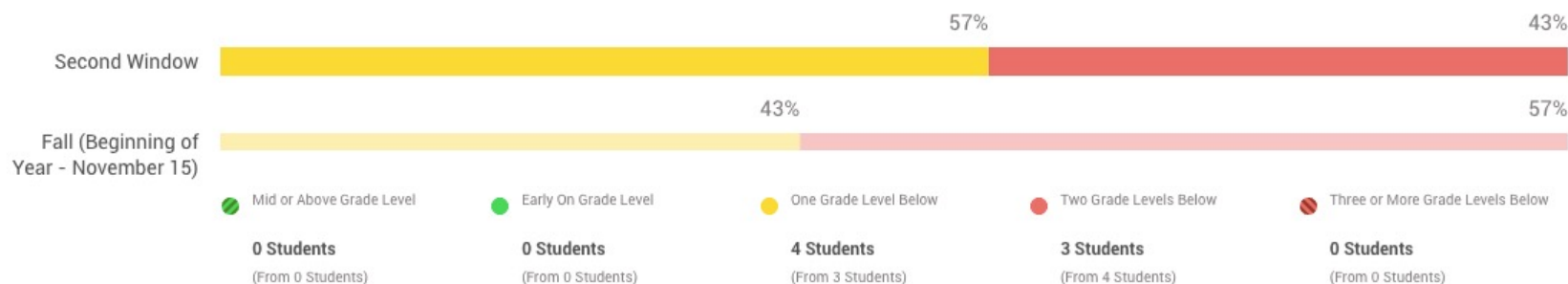


Goal 2: Academic Achievement

2nd Math - Mid Year Assessment Results

Overall Placement

Students Assessed/Total: 7/12

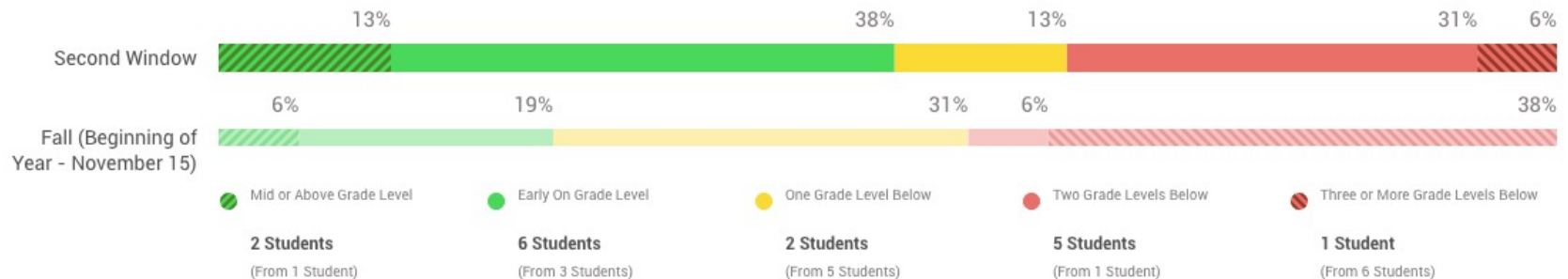


Goal 2: Academic Achievement

3rd Reading - Mid Year Assessment Results

Overall Placement

Students Assessed/Total: 16/22

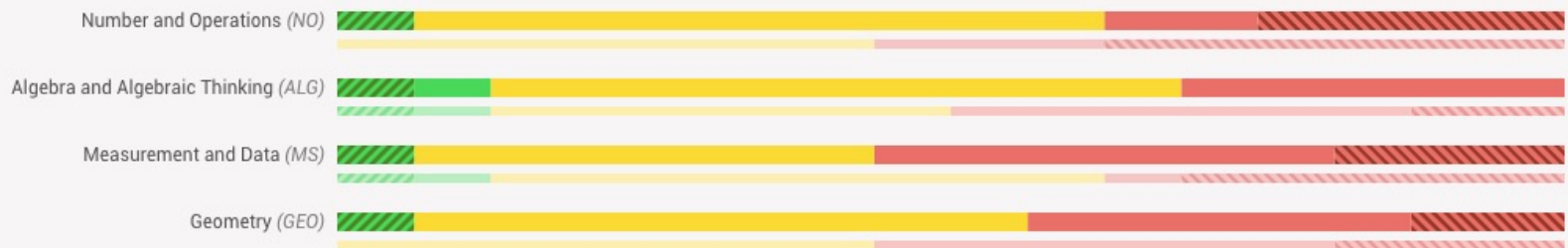
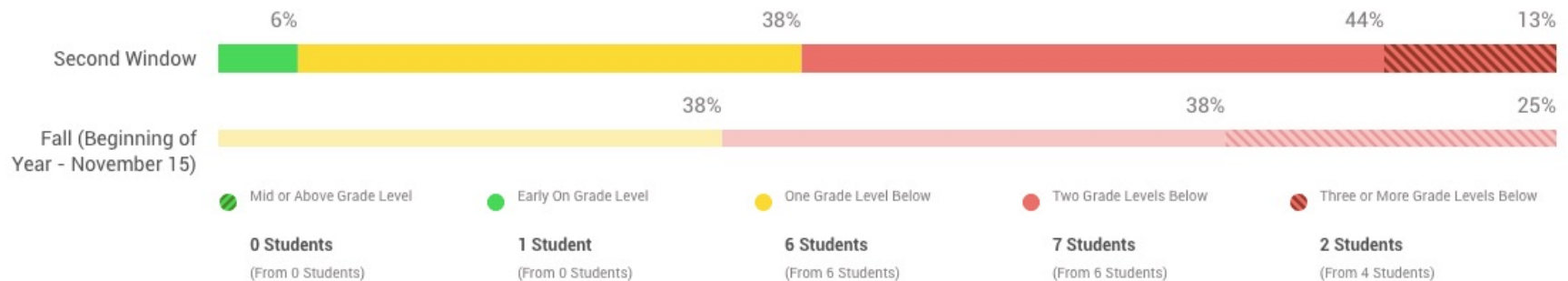


Goal 2: Academic Achievement

3rd Math - Mid Year Assessment Results

Overall Placement

Students Assessed/Total: 16/22

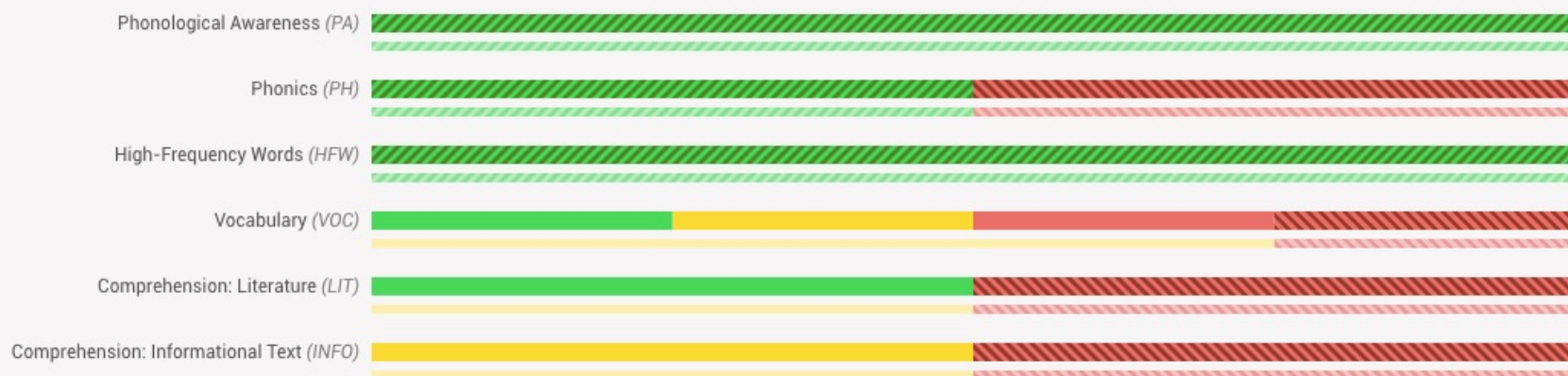
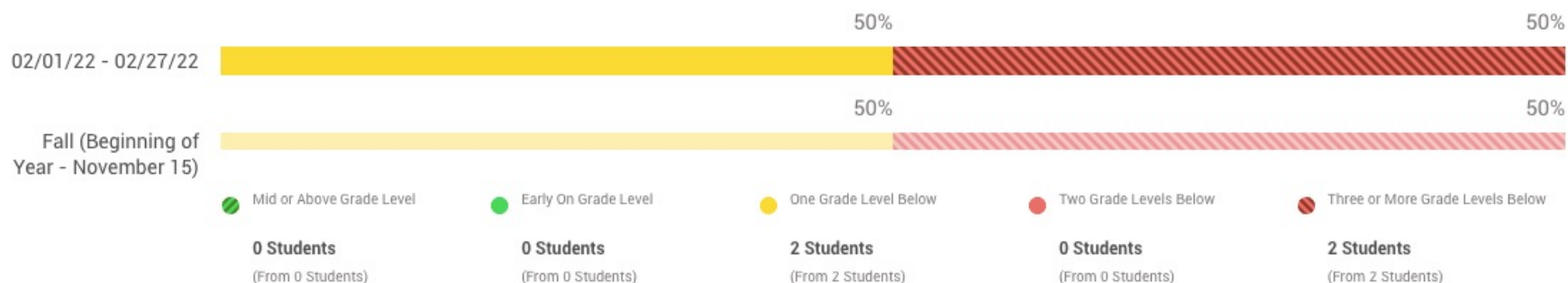


Goal 2: Academic Achievement

4th Reading - Mid Year Assessment Results

Overall Placement

Students Assessed/Total: 4/7

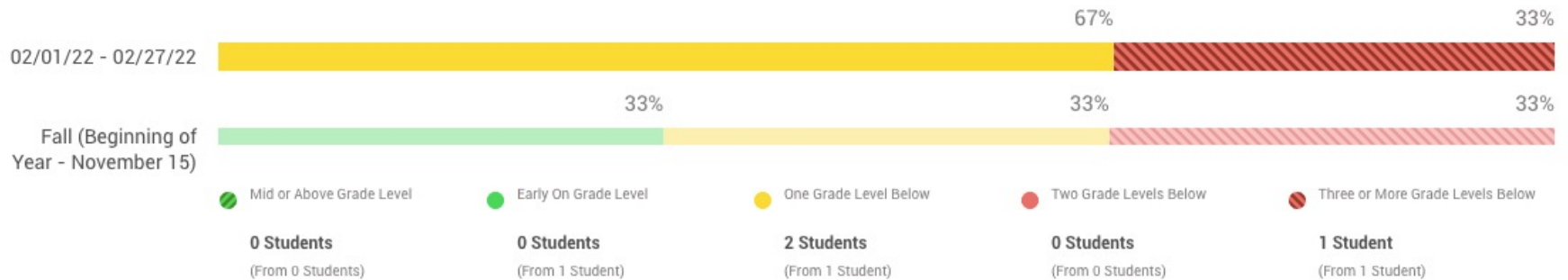


Goal 2: Academic Achievement

4th Math - Mid Year Assessment Results

Overall Placement

Students Assessed/Total: 3/7

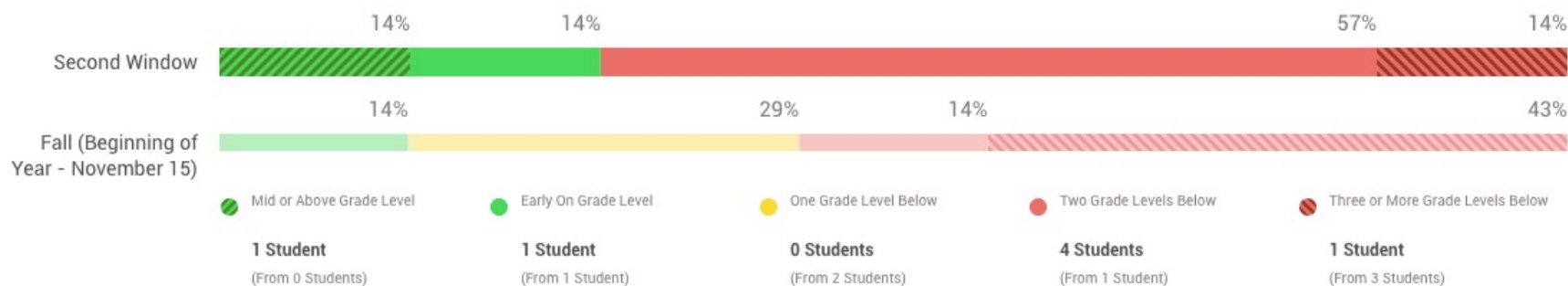


Goal 2: Academic Achievement

5th Reading - Mid Year Assessment Results

Overall Placement

Students Assessed/Total: 7/19

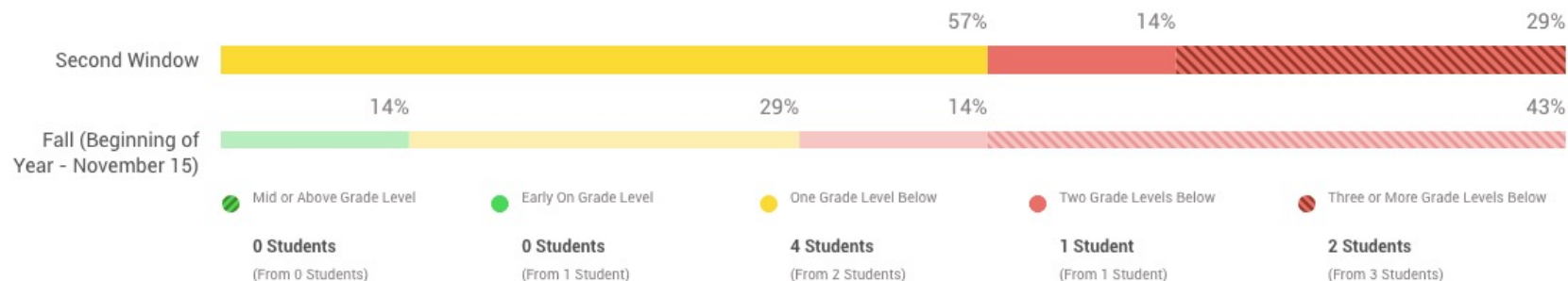


Goal 2: Academic Achievement

5th Math - Mid Year Assessment Results

Overall Placement

Students Assessed/Total: 7/19

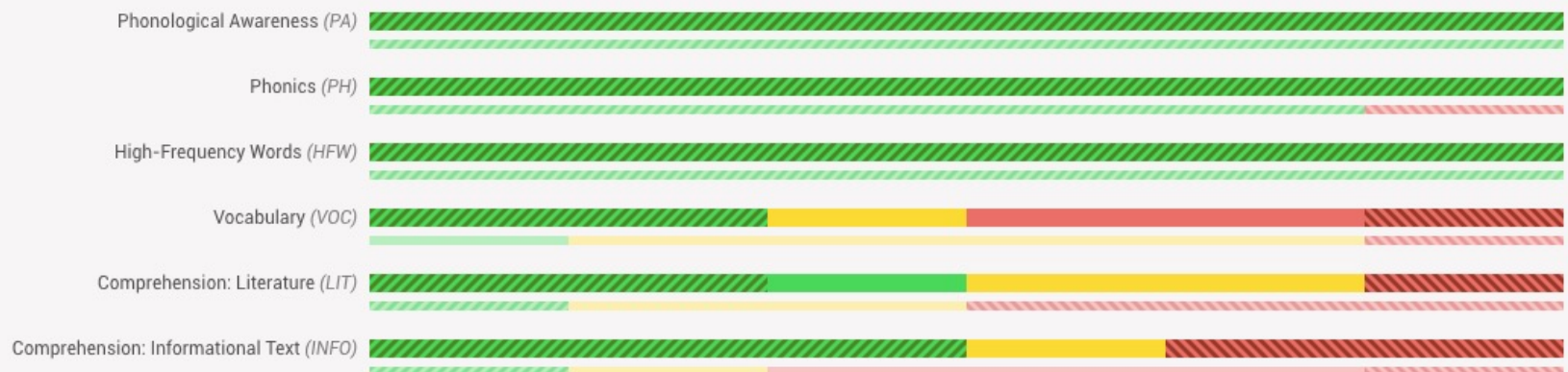
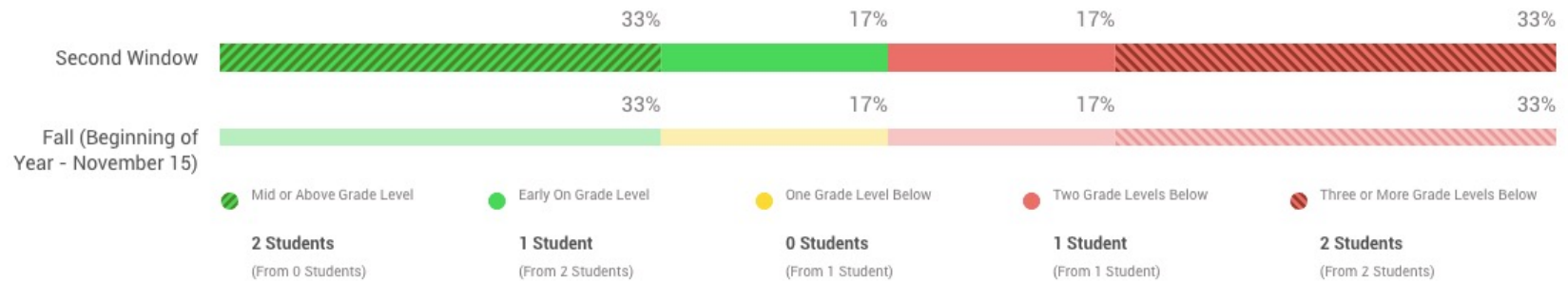


Goal 2: Academic Achievement

6th Reading - Mid Year Assessment Results

Overall Placement

Students Assessed/Total: 6/11

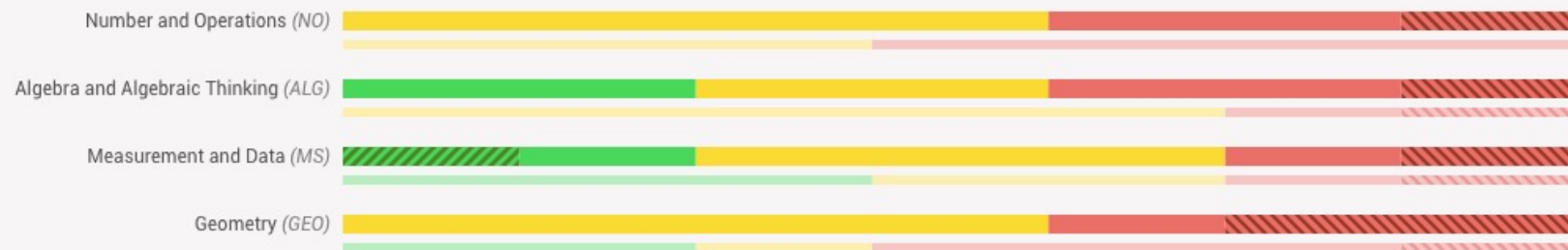
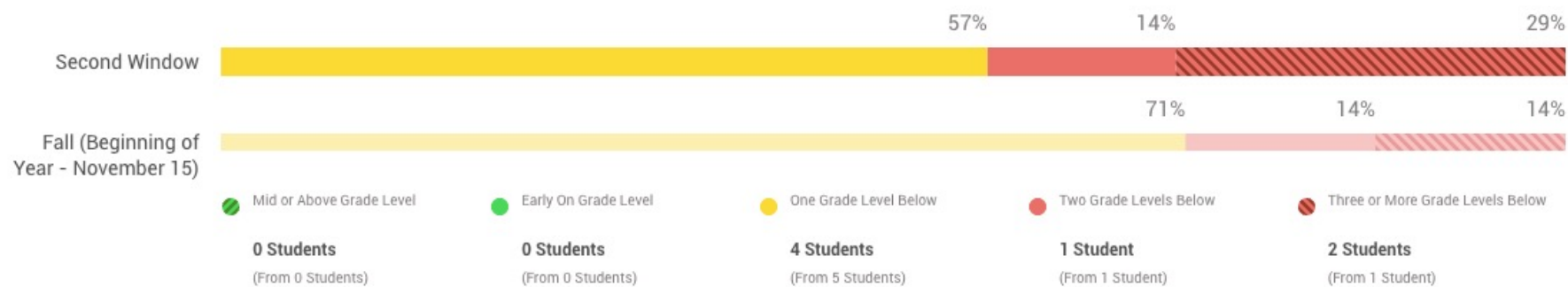


Goal 2: Academic Achievement

6th Math - Mid Year Assessment Results

Overall Placement

Students Assessed/Total: 7/11



Goal 3: Positive School Climate

LCAP Actions Mid-Year Implementation & Expenditures Update

2021-22 LCAP Goal #	2021-22 LCAP Action #	2021-22 Action/Service Title	Contribut ed to Increased or Improved Services?	Budget	YTD Expenditures	Status
3	1	Student Activities	N	\$ 64,470	\$ 166	★
3	2	Social and Emotional Well-Being	Y	\$ 102,500	\$ 51,250	★

★	Complete
★	In Progress
★	Not Started

Goal 3: Positive School Culture

LCAP Actions Mid-Year Outcomes Update

Goal	METRICS	BASELINE	GOAL 2023-24	February Update Outcome
3	Suspension Rate for all students and all numerically significant subgroups	TBD	<2%	0%
3	Expulsion Rate for all students and all numerically significant subgroups	TBD	0%	0%
3	Average Daily Attendance Rate	TBD	93%	88.41%
3	Chronic Absence Rate for all students and all numerically significant subgroups	TBD	<10%	43.81%
3	Family Survey response rate	TBD	60%	No data available
3	Parent Survey: % indicating satisfaction with school safety	TBD	85%	No data available
3	Parent Survey: % indicating feeling connected to the school community	TBD	80%	No data available
3	Student Survey: % indicating satisfaction with school safety	TBD	90%	No data available
3	Student Survey: % indicating feeling connected to the school community	TBD	90%	No data available
3	Teacher survey: % indicating satisfaction with school safety	TBD	90%	No data available
3	Teacher survey: % indicating feeling connected to the school community	TBD	90%	No data available
3	# of community engagement events	TBD	4	4

Successes	Challenges
No Suspensions or Expulsions	Attendance goals are not being met
i-Ready data shows improvement over time in almost every metric, showing that students are progressing in Math & ELA.	Lemelson-MIT partnership and outdoor education are off to a slow start
Established a contract with Presence Learning for Speech and IEP services	Special Ed workforce shortages make providing services a challenge
Professional Learning among teachers is continuous and collaborative.	Staff management, scheduling, and staff shortages leads to unintended consequences
Met community engagement event goals by mid-year.	Parent Advisory Committee is off to a slow start, ELAC Committee has yet to be established
School community is making steady progress towards full implementation of Restorative Practices on campus.	There is room for improvement in reflective and restorative practices among adults on campus.

Strengths	<ul style="list-style-type: none"> • Strong SEL component contributes to positive school culture • No suspensions or expulsions • Project Based Learning, ELA and Math curriculum are showing positive effects on student learning • Teaching team is supportive and collaborative
Needs	<ul style="list-style-type: none"> • Administrator with strong understanding of elementary age childhood development • Site Operations Manager to run business related duties • Improved management and oversight of classified staff • Increased transparency and communication between site admin and BOD • Refined system for tracking deadlines for reports to the State and for grants. • Identify a more reliable means of providing Special Education services to students
Suggestions	<ul style="list-style-type: none"> • PAC suggestions include increasing opportunities for garden education, improving the food service program, and building community through school-sponsored community events • Feedback from teachers and staff includes a request for more transparency in communication between site admin and teachers, improved scheduling of classified staff and SpEd. services, and improvement in follow-through regarding school policies, and student safety concerns.
Feedback Funding Use	<ul style="list-style-type: none"> • Feedback on use of funding in public hearings so far indicates that education partners agree that use of funds is in alignment with stated community and school goals.

Conclusion

The continuing impacts of the COVID-19 pandemic, including the challenges of hiring staff, implementing health and safety protocols, and addressing learning acceleration needs due to the impacts of distance learning, has presented many challenges the first half of the school year.

Despite these challenges, SVA remains committed to implementing the 2021-22 LCAPs to provide the necessary services to our students.

We acknowledge, and sincerely thank, the hard work and dedication of our staff, the support of our parents and guardians, and the resilience of our students to continue our reach for excellence.

Shanél Valley Academy

2021 School Accountability Report Card

Address: 1 Ralph Bettcher Drive
Principal: Eric Crawford

Phone: 707 744-1489
Grade Span: TK-6th

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refers to data provided by the CDE.

About This School

School Contact Information (School Year 2021–2022)

Entity	Contact Information
School Name	Shanél Valley Academy
Street	1 Ralph Bettcher Drive
City, State, Zip	Hopland, CA, 95449
Phone Number	707 744-1489
Principal	Eric Crawford
Email Address	eric@shanelvalleyacademy.com
Website	www.shanelvalleyacademy.com
County-District-School (CDS) Code	23-65615-0140814

District Contact Information (School Year 2021–2022)

Entity	Contact Information
District Name	Shanél Valley Academy
Phone Number	707 744-1489
Superintendent	Eric Crawford
Email Address	eric@shanelvalleyacademy.com
Website	www.shanelvalleyacademy.com

2021-2022 School Overview

Mission: Restoring education to the Hopland community is essential to a thriving future for Hopland students, families, and our greater community. Shanél (Sanel) Valley Academy (SVA) is a culturally responsive, community school where all students are valued and supported. SVA students will be prepared to lead and successfully participate in our rapidly changing multicultural society, they will contribute to the community with creative solutions and a resilient, culturally competent and collaborative mindset.

Goals: In our first year of operation, our goal is to meet target attendance, maintain full staff of highly qualified teachers and aides, and establish systems for sustainability including administrator and educator coaching evaluation and assessment, restorative discipline practices, and multi-tiered systems of support for students social emotional and academic needs.

Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Kindergarten	N/A
Grade 1	N/A
Grade 2	N/A
Grade 3	N/A
Grade 4	N/A
Grade 5	N/A
Grade 6	N/A
Grade 7	N/A
Grade 8	N/A
Grade 9	N/A
Grade 10	N/A
Grade 11	N/A
Grade 12	N/A
Total Enrollment	N/A

Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	N/A
Male	N/A
Non-Binary	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Black or African American	N/A
Filipino	N/A
Hispanic or Latino	N/A
Native Hawaiian or Pacific Islander	N/A
Two or More Races	N/A
White	N/A
English Learners	N/A
Foster Youth	N/A
Homeless	N/A
Migrant	N/A
Socioeconomically Disadvantaged	N/A
Students with Disabilities	N/A

Note: Shanél Valley Academy was not in operation in the 2020-2021 school year.

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2019–2020)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Teachers Without Credentials and Misassignments
(considered “ineffective” under ESSA) (School Year 2019–2020)**

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA) (School Year 2019–2020)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments (School Year 2019–2020)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

**Quality, Currency, Availability of Textbooks and Other Instructional Materials
(School Year 2021–2022)**

<i>Year and month in which the data were collected: January 2022</i>			
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reach For Reading	2021	0
Mathematics	Mindset Mathematics	2021	0
Science	Teacher created materials that incorporate Next Generation Science Standards, (NGSS) and integrate Foss Science, when it aligns with student interest. Lemelson-MIT invention education curriculum is an additional supplemental curriculum resource to support our STEM focus. Science curriculum goals are also supported by our school wide science fair for all grades TK-6.	2020	0
History-Social Science	Curriculum in grades TK-6th are designed and implemented by the teacher following the California Common Core Standards. SVA's ELA curriculum (Reach For Reading/Nat Geo) integrates history and social science, and teachers extend and elaborate based on student interest and development in grades 3-6. Students have access to NewsELA so teachers can incorporate current events and critical thinking skills in our mixed-age, multi-level classrooms	2021	0
Foreign Language	N/A		N/A

Health	Mental and Physical Health and Wellness are infused with other courses throughout the day. PlayWorks is taught by credentialed teachers during various times throughout the day (varies by grade level) in alignment with CA standards for physical fitness.	2021	0
Visual and Performing Arts	Visual and performing arts are integrated across the curriculum.	N/A	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Shanél Valley Academy rated as good with a 98.6% result from questions asked on the Facility Inspection Tool. In order to remedy the four items mentioned which need to be addressed, we will replace the glass in classroom 6, and sand or plane the deck for the secondary door in the preschool. We will also work further to identify the location of the valve which serves the teacher workroom.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 25, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Identify and replace the valve which controls the water supply to the sink in the teachers' workroom in the 21-22 SY
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Replace chipped glass in door of classroom 6 in the 21-22 SY

Overall Facility Rate

Year and month of the most recent FIT report: January 25, 2022

Table 13: Overall Rating

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
 - Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
 - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or

- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment**

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019– 2020	School 2020– 2021	District 2019– 2020	District 2020– 2021	State 2019– 2020	State 2020– 2021
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Local Assessment Test Results in ELA by Student Group**Assessment Name(s):****Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Local Assessment Test Results in Mathematics by Student Group**Assessment Name(s):****Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019– 2020	School 2020– 2021	District 2019– 2020	District 2020– 2021	State 2019– 2020	State 2020– 2021
Science (grades 5, 8 and high school)						

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020–2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			
7			
9			

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2021–2022)

Parental involvement has been a key component of our ability to implement our school plans this year. Volunteer opportunities, community events, and parent leadership and governance openings are communicated to parents via our e-blast newsletter (periodically), monthly public board meetings, annual LCAP hearings, weekly (at least) communications via Parent Square and throughout our SVA social channels. We have a Parent Advisory Committee (established October 2021) which reflects our demographic make-up and represents 10% of our enrollment. Our governing Board of Directors has two seats (President and Treasurer) occupied by parents, and parents have even stepped up to help us fill short and long term substitute positions. In addition to these opportunities, we seek parent input on budget decisions and school leadership via surveys and focus groups. These are announced via e-blast, social media and on Parent Square. Board agendas and minutes are posted to our website in compliance with Brown Act, and we are continually seeking new ways to engage parents in the collective decision-making and leadership of the school. With a high population of Native American (more than 22%) and English Language Learners (19%) we make additional efforts to engage these parent populations, including communicating regularly with tribal representative and disseminating information in both English and Spanish. This engagement occurs in person (when pandemic conditions allow) and via phone or email, as well as the digital communications methods listed prior. In addition to these events, we have also welcomed families on campus for an in person Halloween Parade, Book Fair, and Winter Sing. Upcoming events include our Science Fair, Spring Book Fair, Field Day, and end of year Grand Dedication ceremony planned for early June.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2018– 2019	District 2019– 2020	District 2020– 2021	State 2018– 2019	State 2019– 2020	State 2020– 2021
Dropout Rate									
Graduation Rate									

**Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020–2021)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at

<https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Chronic Absenteeism by Student Group (School Year 2020–2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions (data collected between July through June, each full school year respectively)

Rate	School 2018– 2019	School 2020– 2021	District 2018– 2019	District 2020– 2021	State 2018– 2019	State 2020– 2021
Suspensions						
Expulsions						

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019–2020 Only (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions			
Expulsions			

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Suspensions and Expulsions by Student Group (School Year 2020–2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

School Safety Plan (School Year 2021–2022)

The Safety Plan was created and adopted in August, prior to the beginning of the school year, and will be reviewed each year in August. Our Office Manager and Principal keep the class rosters up to date. Each teacher and other staff members such as the office, counselor, and afterschool employees have a red binder in their respective classrooms/office. The plan consists of emergency contacts, evacuation plan, fire plan, and earthquake and lockdown procedures. The binder also contains the procedures of pick up and dismissals, updated rosters and medical conditions for each child. Safety drills are conducted every month.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2018–2019)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2019–2020)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary)
(School Year 2020–2021)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary)
(School Year 2020–2021)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2020–2021)

Title	Ratio
Pupils to Academic Counselor*	

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2020–2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures Per Pupil and School Site Teacher Salaries
(Fiscal Year 2019–2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				
District				
Percent Difference – School Site and District				
State				
Percent Difference – School Site and State				

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2020–2021)

N/A

Teacher and Administrative Salaries (Fiscal Year 2019–2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2020–2021)**Percent of Students in AP Courses:**

Subject	Number of AP Courses Offered*
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered*	

*Where there are student course enrollments of at least one student.

Professional Development

As a new school, professional development is imperative to the success of the school. This year, teachers attended two weeks of professional development courses before the school year began; Content included Clifton Strengths assessment and coaching, mindfulness, instructional and strategies for project-based learning and mixed-age classrooms, and tips for navigating technology to better serve students. The table below shows the number of school days dedicated to staff development and continuous improvement for the year. In all, teachers receive more than 100 hours of professional learning and coaching each year. These learning opportunities meet the Quality Professional Learning Standards. In addition to scheduled staff development days, teachers will receive additional professional learning time via travel to conferences of their choosing (in alignment with curriculum goals, and approved by school leadership). These opportunities include Mindset Mathematics training, outdoor and garden education, technology integration, and restorative practices. Additional learning goals for our educators will be assessed, as needed, in a collaborative and transparent process aligned with our educator support, assessment and evaluation process.

Measure	2019–2020	2020–2021	2021–2022
Number of school days dedicated to Staff Development and Continuous Improvement			15

SVA

Board Financial Update

BRIAN HOLMES

FEBRUARY 17, 2022



1. 2021-22 Forecast Update

A. Budget

B. Cash Flow

2021-22 Forecast Update

Actuals through January 2022



2021-22 Forecast Update



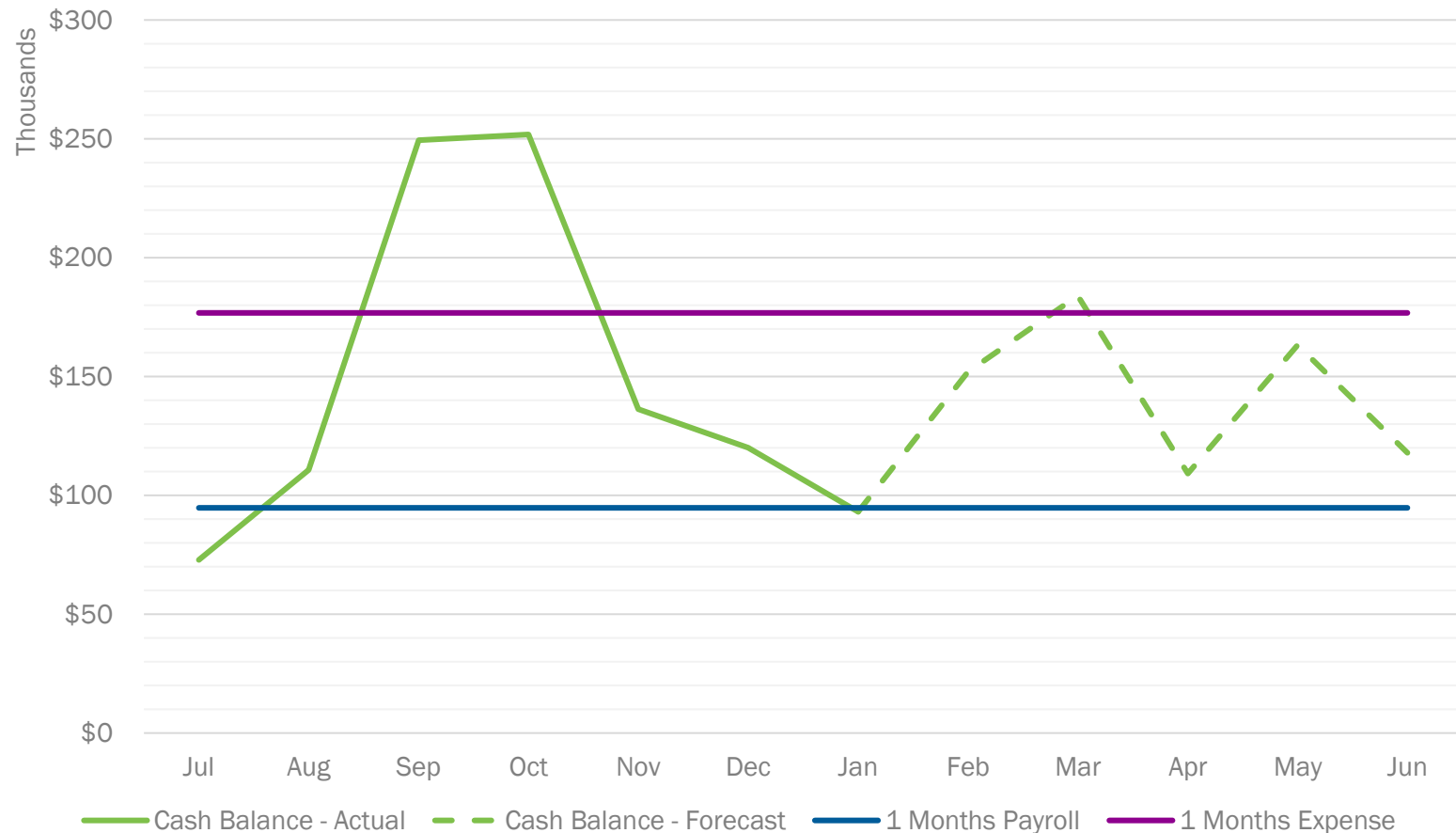
Additional PCSGP and Kitchen funding increases revenue and expenses

		2021-22	2021-22	Variance
		Previous Forecast	Current Forecast	
Revenue	LCFF Entitlement	1,004,154	1,004,154	-
	Federal Revenue	751,210	851,210	100,000
	Other State Revenues	76,784	122,329	45,545
	Local Revenues	-	-	-
	Fundraising and Grants	203,091	203,091	-
	Total Revenue	2,035,238	2,180,783	145,545
Expenses	Compensation and Benefits	1,137,105	1,137,105	-
	Books and Supplies	430,127	521,167	(91,040)
	Services and Other Operating	409,463	429,582	(20,119)
	Depreciation	25,678	25,678	-
	Other Outflows	7,879	7,879	-
	Total Expenses	2,010,252	2,121,411	(111,159)
	Operating Income	24,986	59,373	34,386
	Beginning Balance (Unaudited)	312,217	312,217	-
	Operating Income	24,986	59,373	34,386
Ending Fund Balance (incl. Depreciation)		337,203	371,590	34,386
Ending Fund Balance as % of Expenses		16.8%	17.5%	0.7%

2021-22 Cash Flow Update



Revolving loan was approved, additional loans bring us through the year



Shanel Valley Academy
Income Statement
As of Jan FY2022

	Actual			YTD	Budget						
	Nov	Dec	Jan		Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY											
Revenue											
LCFF Entitlement	101,269	-	-	439,616	1,278,628	1,004,154	1,004,154	-	(274,474)	564,538	44%
Federal Revenue	-	-	125,883	125,883	237,656	751,210	851,210	100,000	613,553	725,327	15%
Other State Revenues	-	-	-	-	120,813	76,784	122,329	45,545	1,516	122,329	0%
Local Revenues	325	108,455	1,808	125,234	-	-	-	-	-	(125,234)	
Fundraising and Grants	-	-	-	188,091	250,000	203,091	203,091	-	(46,909)	15,000	93%
Total Revenue	101,594	108,455	127,691	878,824	1,887,097	2,035,238	2,180,783	145,545	293,686	1,301,959	40%
Expenses											
Compensation and Benefits	104,415	103,312	94,274	587,479	1,068,397	1,137,105	1,137,105	-	(68,707)	549,626	52%
Books and Supplies	24,353	8,576	7,312	225,218	211,089	430,127	521,167	(91,040)	(310,078)	295,949	43%
Services and Other Operating Expenditures	33,292	10,799	20,587	176,468	384,540	409,463	429,582	(20,119)	(45,042)	253,114	41%
Depreciation	-	-	-	-	9,319	25,678	25,678	-	(16,359)	25,678	0%
Other Outflows	1,171	108	10,215	28,432	-	7,879	7,879	-	(7,879)	(20,554)	361%
Total Expenses	163,231	122,795	132,388	1,017,598	1,673,346	2,010,252	2,121,411	(111,159)	(448,065)	1,103,813	48%
Operating Income	(61,637)	(14,340)	(4,696)	(138,774)	213,752	24,986	59,373	34,386	(154,379)	198,146	
Fund Balance											
Beginning Balance (Unaudited)					310,217	312,217	312,217				
Operating Income					213,752	24,986	59,373				
Ending Fund Balance					523,969	337,203	371,590				
Fund Balance as a % of Expenses					31%	17%	18%				

Shanel Valley Academy
Income Statement
As of Jan FY2022

KEY ASSUMPTIONS

Enrollment Summary

K-3

4-6

Total Enrolled

ADA %

K-3

4-6

Average ADA %

ADA

K-3

4-6

Total ADA

Actual			YTD	Budget						
Nov	Dec	Jan	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
				77	75	75	-	(2)		
				53	30	30	-	(23)		
				130	105	105	-	(25)		
				95.0%	89.0%	89.0%	0.0%	-6.0%		
				95.0%	89.0%	89.0%	0.0%	-6.0%		
				95.0%	89.0%	89.0%	0.0%	-6.0%		
				73.15	66.75	66.75	-	(6.40)		
				50.35	26.70	26.70	-	(23.65)		
				123.50	93.45	93.45	-	(30.05)		

Shanel Valley Academy
Income Statement
As of Jan FY2022

Actual				YTD	Budget						
					Approved	Previous	Current	Previous	Approved	Current	% Current
					Budget v1	Forecast	Forecast	Forecast vs.	Budget v1 vs.	Forecast	Forecast Spent
								Current	Current	Remaining	
								Forecast	Forecast		

Shanel Valley Academy
Income Statement
As of Jan FY2022

Actual				YTD	Budget							
								Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent	
Nov Dec Jan				Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast					
EXPENSES												
Compensation & Benefits												
Certificated Salaries												
1100	Teachers Salaries	32,750	33,000	32,250	179,250	360,000	327,000	327,000	-	33,000	147,750	55%
1148	Teacher - Special Ed	6,500	6,500	6,500	35,750	65,000	65,000	65,000	-	-	29,250	55%
1300	Certificated Supervisor & Administrator Salaries	8,750	8,750	8,750	61,250	105,000	105,000	105,000	-	-	43,750	58%
1900	Certificated Other Salaries	8,500	8,500	8,500	46,750	85,000	85,000	85,000	-	-	38,250	55%
1980	Other Cert - Custom 5	250	-	-	250	-	-	-	-	-	(250)	
SUBTOTAL - Certificated Salaries		56,750	56,750	56,000	323,250	615,000	582,000	582,000	-	33,000	258,750	56%
Classified Salaries												
2100	Classified Instructional Aide Salaries	11,764	11,103	9,222	55,896	70,000	118,246	118,246	-	(48,246)	62,350	47%
2103	Classified SPED Aide	-	-	-	-	35,000	-	-	-	35,000	-	
2200	Classified Support Salaries	6,393	7,400	4,280	34,875	-	71,667	71,667	-	(71,667)	36,792	49%
2300	Classified Supervisor & Administrator Salaries	4,507	4,507	4,507	31,547	54,080	86,580	86,580	-	(32,500)	55,033	36%
2900	Classified Other Salaries	-	-	-	-	17,280	-	-	-	17,280	-	
2905	Other Classified - After School	2,279	2,505	3,054	13,399	-	30,069	30,069	-	(30,069)	16,670	45%
2930	Other Classified - Maintenance/grounds	-	-	-	-	36,667	-	-	-	36,667	-	
2999	Payroll Temporary Holding Account	-	720	1,930	3,386	-	-	-	-	-	(3,386)	
SUBTOTAL - Classified Salaries		24,942	26,234	22,993	139,102	213,027	306,561	306,561	-	(93,535)	167,459	45%
Employee Benefits												
3100	STRS	8,756	8,968	8,841	50,993	104,058	90,522	90,522	-	13,536	39,529	56%
3300	OASDI-Medicare-Alternative	2,737	2,833	2,615	15,499	25,214	34,805	34,805	-	(9,591)	19,306	45%
3400	Health & Welfare Benefits	9,387	8,386	-	43,310	96,833	106,750	106,750	-	(9,917)	63,440	41%
3500	Unemployment Insurance	228	140	3,018	8,059	5,985	7,581	7,581	-	(1,596)	(478)	106%
3600	Workers Comp Insurance	1,615	-	807	7,266	8,280	8,886	8,886	-	(605)	1,620	82%
SUBTOTAL - Employee Benefits		22,723	20,327	15,281	125,127	240,371	248,544	248,544	-	(8,173)	123,417	50%
Books & Supplies												
4100	Approved Textbooks & Core Curricula Materials	11,000	-	-	55,936	13,000	75,249	80,249	(5,000)	(67,249)	24,313	70%
4101	Approved Textbooks & Core Curricula Materials - Custom 1	-	-	-	16,600	-	16,600	16,600	-	(16,600)	-	100%
4200	Books & Other Reference Materials	-	-	1,073	1,073	-	118,354	103,743	14,611	(103,743)	102,670	1%
4320	Educational Software	4,973	-	5,900	10,873	6,500	5,250	14,700	(9,450)	(8,200)	3,827	74%
4325	Instructional Materials & Supplies	-	1,356	-	2,466	6,500	21,000	27,090	(6,090)	(20,590)	24,624	9%
4330	Office Supplies	-	-	339	1,025	8,300	8,300	8,300	-	-	7,275	12%
4410	Classroom Furniture, Equipment & Supplies	943	-	-	60,865	19,500	55,939	82,750	(26,811)	(63,250)	21,885	74%
4420	Computers: individual items less than \$5k	-	-	-	40,156	40,517	37,667	54,467	(16,800)	(13,950)	14,310	74%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	-	-	8,983	8,710	10,000	51,500	(41,500)	(42,790)	42,517	17%
4700	Food	-	-	-	61	-	-	-	-	-	(61)	
4710	Student Food Services	7,436	7,220	-	27,179	108,063	81,769	81,769	-	26,294	54,590	33%
SUBTOTAL - Books and Supplies		24,353	8,576	7,312	225,218	211,089	430,127	521,167	(91,040)	(310,078)	295,949	43%
Services & Other Operating Expenses												
5300	Dues & Memberships	-	-	1,100	1,660	1,300	1,050	1,050	-	250	(610)	158%
5400	Insurance	6,568	-	3,284	29,557	40,300	32,550	32,550	-	7,750	2,993	91%
5450	Flood Insurance	-	-	-	19,341	36,000	33,268	33,268	-	2,732	13,927	58%
5510	Utilities - Gas and Electric	-	-	3,154	6,579	34,713	34,713	34,713	-	-	28,134	19%
5515	Janitorial, Gardening Services & Supplies	2,383	-	50	7,053	3,000	7,000	7,000	-	(4,000)	(53)	101%
5520	Security	2,363	-	443	2,805	10,000	6,000	6,000	-	4,000	3,195	47%

Shanel Valley Academy
Income Statement
As of Jan FY2022

		Actual			YTD	Budget						
		Nov	Dec	Jan	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5525	Utilities - Waste	415	415	856	3,767	6,000	12,048	12,048	-	(6,048)	8,281	31%
5530	Utilities - Water	645	440	-	2,083	10,000	10,000	10,000	-	-	7,917	21%
5615	Repairs and Maintenance - Building	660	-	280	1,270	9,750	57,875	57,875	-	(48,125)	56,605	2%
5803	Accounting Fees	-	-	-	-	12,500	12,500	12,500	-	-	12,500	0%
5805	Administrative Fees	-	-	225	225	23,000	10,000	10,000	-	13,000	9,775	2%
5809	Banking Fees	10	33	10	397	-	-	-	-	-	(397)	
5812	Business Services	18,664	6,547	6,464	57,449	77,320	76,272	78,891	(2,619)	(1,571)	21,442	73%
5820	Consultants - Non Instructional - Custom 1	-	388	1,008	17,795	3,360	13,050	13,050	-	(9,690)	(4,745)	136%
5824	District Oversight Fees	-	-	-	-	12,786	10,042	10,042	-	2,745	10,042	0%
5836	Fingerprinting	-	-	220	220	1,089	1,250	1,250	-	(161)	1,030	18%
5845	Legal Fees	-	-	1,882	5,547	15,000	15,000	15,000	-	-	9,453	37%
5851	Marketing and Student Recruiting	-	-	150	150	1,000	1,000	1,000	-	-	850	15%
5857	Payroll Fees	189	260	204	1,333	1,452	1,667	1,667	-	(215)	334	80%
5860	Printing and Reproduction	-	-	-	-	6,500	5,250	5,250	-	1,250	5,250	0%
5863	Professional Development	-	539	-	5,778	8,550	10,830	28,330	(17,500)	(19,780)	22,552	20%
5869	Special Education Contract Instructors	-	-	44	44	23,400	18,900	18,900	-	4,500	18,857	0%
5875	Staff Recruiting	-	-	-	-	1,000	1,000	1,000	-	-	1,000	0%
5877	Student Activities	-	-	-	-	2,470	1,869	1,869	-	601	1,869	0%
5878	Student Assessment	-	-	-	3,360	9,500	9,500	9,500	-	-	6,140	35%
5880	Student Health Services	-	-	-	-	1,950	1,575	1,575	-	375	1,575	0%
5881	Student Information System	1,395	1,395	1,010	7,840	18,600	4,130	4,130	-	14,470	(3,710)	190%
5884	Substitutes	-	-	-	-	5,250	5,250	5,250	-	-	5,250	0%
5887	Technology Services	-	-	-	800	3,900	11,150	11,150	-	(7,250)	10,350	7%
5905	Communications - Cell Phones	-	-	-	-	1,200	1,200	1,200	-	-	1,200	0%
5915	Postage and Delivery	-	30	-	114	650	525	525	-	125	411	22%
5920	Communications - Telephone & Fax	-	752	205	1,301	3,000	3,000	3,000	-	-	1,699	43%
SUBTOTAL - Services & Other Operating Exp.		33,292	10,799	20,587	176,468	384,540	409,463	429,582	(20,119)	(45,042)	253,114	41%
Capital Outlay & Depreciation												
6900	Depreciation	-	-	-	-	9,319	25,678	25,678	-	(16,359)	25,678	0%
SUBTOTAL - Capital Outlay & Depreciation		-	-	-	-	9,319	25,678	25,678	-	(16,359)	25,678	0%
Other Outflows												
7438	Long term debt - Interest	-	-	-	-	-	7,879	7,879	-	(7,879)	7,879	0%
7998	Temporary JE Clearing	-	-	(0)	(0)	-	-	-	-	-	0	
7999	Uncategorized Expense	1,171	108	10,215	28,432	-	-	-	-	-	(28,432)	
SUBTOTAL - Other Outflows		1,171	108	10,215	28,432	-	7,879	7,879	-	(7,879)	(20,554)	361%
TOTAL EXPENSES		163,231	122,795	132,388	1,017,598	1,673,346	2,010,252	2,121,411	(111,159)	(448,065)	1,103,813	48%

Shanel Valley Academy
Monthly Cash Forecast
As of Jan FY2022

	2021-22													
	Actuals & Forecast													
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	151,696	72,825	110,621	249,399	251,877	136,289	120,031	93,068	151,901	183,942	109,176	163,189		
REVENUE														
LCFF Entitlement	-	-	-	338,347	101,269	-	-	99,473	64,191	103,899	82,572	82,572	1,004,154	131,830
Federal Revenue	-	-	-	-	-	-	125,883	21,260	59,315	5,315	155,315	55,315	851,210	428,807
Other State Revenue	-	-	-	-	-	-	-	31,345	14,456	14,456	14,456	14,456	122,329	33,160
Other Local Revenue	-	-	7,150	7,496	325	108,455	1,808	(125,234)	-	-	-	-	-	-
Fundraising & Grants	26,600	119,491	42,000	-	-	-	-	-	-	-	-	-	203,091	15,000
TOTAL REVENUE	26,600	119,491	49,150	345,843	101,594	108,455	127,691	26,844	137,962	123,670	252,344	152,344	2,180,783	608,797
EXPENSES														
Certificated Salaries	8,750	4,375	81,625	59,000	56,750	56,750	56,000	54,905	55,086	55,086	55,086	38,886	582,000	(300)
Classified Salaries	4,507	3,253	31,326	25,847	24,942	26,234	22,993	42,023	29,922	29,922	29,922	34,922	306,561	749
Employee Benefits	2,962	7,566	28,932	27,336	22,723	20,327	15,281	35,724	22,039	20,827	20,827	15,103	248,544	8,896
Books & Supplies	11,472	27,737	133,246	12,522	24,353	8,576	7,312	61,587	60,687	60,687	60,687	60,687	521,167	(8,384)
Services & Other Operating Expenses	15,000	29,655	40,530	26,604	33,292	10,799	20,587	68,749	39,635	33,464	33,464	26,890	429,582	50,912
Capital Outlay & Depreciation	-	-	-	-	-	-	-	17,119	2,140	2,140	2,140	2,140	25,678	-
Other Outflows	-	372	11,298	5,268	1,171	108	10,215	(24,861)	634	530	425	320	7,879	2,399
TOTAL EXPENSES	42,691	72,958	326,958	156,577	163,231	122,795	132,388	255,244	210,143	202,656	202,551	178,948	2,121,411	54,272
Operating Cash Inflow (Outflow)	(16,091)	46,533	(277,808)	189,267	(61,637)	(14,340)	(4,696)	(228,400)	(72,181)	(78,986)	49,793	(26,604)	59,373	554,525
Revenues - Prior Year Accruals	-	-	-	-	(1,829)	-	-	1,829	-	-	-	-	-	
Other Assets	-	-	-	-	(15,000)	-	-	-	-	-	-	-	-	
Fixed Assets	(72,225)	(29,560)	(80,479)	(44,787)	(30,697)	-	-	(20,500)	2,140	2,140	2,140	2,140	-	
Expenses - Prior Year Accruals	-	-	34,501	-	(34,501)	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	9,446	20,823	107,284	(143,535)	25,235	(4,757)	(25,119)	3,824	-	-	-	-	-	
Summerholdback for Teachers	-	-	5,280	1,533	2,839	2,839	2,854	2,081	2,081	2,081	2,081	(20,809)	-	
Loans Payable (Current)	-	-	250,000	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	-	-	100,000	-	-	-	-	300,000	100,000	-	-	-	-	
Ending Cash	72,825	110,621	249,399	251,877	136,289	120,031	93,068	151,901	183,942	109,176	163,189	117,916		

Shanel Valley Academy
Balance Sheet
As of Jan FY2022

	Jun FY2021	Jan FY2022
ASSETS		
Cash Balance	151,696	93,068
Accounts Receivable	-	1,829
Other Current Assets	-	15,000
Fixed Assets, Net	63,000	320,747
TOTAL ASSETS	214,696	430,644
LIABILITIES & EQUITY		
Accounts Payable	6,800	(5,554)
Current Loans and Other Payables	-	267,076
Long-Term Loans and Other Liabilities	-	100,000
Beginning Net Assets	-	207,896
Net Income (Loss) to Date	207,896	(138,774)
TOTAL LIABILITIES & EQUITY	214,696	430,644

Shanél Valley Academy

Comprehensive School Safety Plan

1 Ralph Bettcher Drive
Hopland, CA 95449
(707) 744-1485

info@shanelvalleyacademy.com

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Overview and Purpose

California Education Code sections 32280-32288 outline the requirements for all California public schools operating a kindergarten and grades 1 to 12 inclusive, to develop a comprehensive school safety plan addressing the safety concerns relevant to the needs and resources of the particular school.

Comprehensive School Safety Plans are required to contain the following elements:

- An assessment of the current status of school crime at the schools and at school-related functions
- Child abuse reporting procedures
- Disaster procedures, routine and emergency plans, and crisis response plan
- Suspension/expulsion policies and procedures
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policy, including hate crime reporting procedures and policies
- Schoolwide dress code
- Procedures for safe ingress and egress of pupils, parents, and school employees to and from school sites
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Procedures for conducting tactical responses to criminal incidents

This Comprehensive Safety Plan has been developed in accordance with the intent of AB 1747 (Rodriguez), passed by the California State Legislature and signed into law in 2017-18, and in full compliance with the corresponding language required in AB 1747 as referenced in California Education Code Sections 47605(b) (5) (F), 44237, and 32282.

This Comprehensive School Safety Plan will be reviewed, updated, and adopted by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

Safety Plan Review, Evaluation and Amendment Procedures

1. The Comprehensive School Safety Plan (CSSP) is drafted by the School Safety Committee.
2. Draft CSSP is reviewed by SVA Staff and Board of Directors and evaluated.
3. School Safety Committee revises the draft accordingly.
4. Local emergency response agencies (fire and sheriff) are consulted for input.
5. School Safety Committee revises the draft accordingly to create the final version of CSSP.
5. Legal Counsel reviews final version.
3. School Safety Committee revises the draft and accepts all legal comments.
6. CSSP is submitted to the SVA Board of Directors for approval.
7. CSSP is submitted to the charter school authorizer, Ukiah Unified School District.

Safe and Orderly Environment

SVA is committed to creating a safe and healthy environment that is conducive to learning. This Comprehensive School Safety Plan covers the policies and expectations for responding appropriately to emergencies and ensuring the safety of students and staff. All school employees receive training in the components of the Comprehensive School Safety Plan upon joining the school, and review any changes to the plan annually. SVA will strive to engage in such activities as listed below in order to ensure an atmosphere on campus that promotes safety, security, and effective crisis response for students and staff. The administration and staff will:

- Work to promote a safe workplace and environment for students.
- Conduct educational exercises that promote safety and effective crisis response.
- Enforce the campus safety and crisis response procedures and regulations as set forth.
- Develop processes in which safety hazards and accidents can be reported, investigated, and ratified or prevented.

Positive School Climate

Providing a safe learning environment is a priority for staff, parents, students, and school community members. SVA prepares students to be responsible citizens. SVA promotes caring and nurturing relationships and works cooperatively with parents, students, and other community agencies. SVA stresses prevention of violence on campus and prepares students to handle conflict, anger, and other threats to safety. Our small school setting focuses on positive school culture and inclusion, and a commitment to a system of continuous improvement is foundational to our school culture. At SVA we develop our STRENGTHS, design a common VISION, and together we ACHIEVE. This motto applies to our school culture, climate and discipline practices as well.

Evidence-based practices that promote inclusive, trauma-informed approaches to student behavior are shown to be supportive of student achievement and engagement, which in turn contributes to a positive school climate overall. A commitment on the part of the adults working to support student success and experience at SVA, are trained in youth development, trauma-responsive approaches, cultural competency, restorative practices and PBIS. SVA also uses a multi-tiered system of support for all students that includes access to academic intervention, enrichment, and physical and mental health support. SVA also aligns school-climate goals with the Positive Behavior Interventions and Support (PBIS) framework and a commitment to restorative practices in its discipline policies. A full time school Counselor is available to students and parents to support these initiatives.

SVA recognizes that students do not learn in isolation, but rather through interaction with teachers, peers and their school environment. It is part of SVA's mission to provide and foster positive interactions and relationships between students and their fellow students, educators and the community in general. In order to achieve this goal, SVA has implemented a data-driven approach to school discipline through restorative practices ("RP") and avoids traditional zero-tolerance discipline procedures.

Restorative Practices have been shown to address the needs of the school and surrounding community by building healthy relationships between educators, students, families and community members. Restorative practices seek to reduce, prevent and improve harmful behavior by repairing harm caused

by a student's actions and restoring positive relationships while still holding students accountable for their actions.

Assessment of the Current Status of School Crime

As a newly operational school in 2021-22, Shanél Valley Academy has a 0% suspension and expulsion rate. SVA uses other intervention strategies to achieve this goal.

Behavioral Interventions	
Disciplinary Referrals	0.02%
Restorative Consequences	0.06%
Think Sheets	0.12%
Low Level Referrals	2.21%
Bullying Monitoring Reports	0.04%
Whole Class Interventions	0.05%
Request For Assistance -Social Emotional Learning	0.26%
Playground Incidents Reports-Cub Club Managed	0.14%

Suspension & Expulsion Rate	
Total Suspensions	0%
Total Expulsions	0%

A. Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or 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.

SVA will provide annual training on the mandated reporting requirements, using the online training modules provided by Vector Solutions, a partnership established with our insurance provider

CharterSAFE, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment. All SVA employees are required to read and sign the employee handbook as a term of employment. By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Training of mandated reporters shall include identification and mandated reporting of child abuse and neglect, guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as abuse.

B. Disaster Response Procedures (EC 35295-35297; GC 8607 and 3100)

Teachers and support staff are trained annually on fire (evacuation), earthquake (drop and cover), lock down and off-site evacuation procedures. SVA holds drills quarterly for these four Emergency Procedures.

After assessing the type and level of emergency, Principal (or designee in the absence of the Principal) will activate the Emergency Response via intercom system, fire alarm, and/or megaphone, notifying all staff members of the emergency: "Evacuation", "Drop and Cover" or "Lock Down" or "Off-site Evacuation".

Emergency Response Guidelines

1. The Principal (or designee in the absence of the Principal) assess the type of emergency
 - a. Fire on school property
 - b. Fire in surrounding area
 - c. Earthquake
 - d. Active Shooter
 - e. Bomb Threat
 - f. Storm/Flooding
2. Determine the Immediate Response Action.
 - a. Evacuation
 - b. Drop and Cover
 - c. Lock Down
 - d. Off-site Evacuation
3. Communicate the Appropriate Response Action

General Safety Equipment

First Aid Kit & Fire Extinguishers First Aid kits are available at the administrative office and in each classroom, teacher's workroom, library, and multipurpose room. Each classroom is equipped with a first aid kit that contains medical supplies needed in case of minor accidents.

Fire extinguishers are inspected annually by an outside company that provides this service.

Fire Emergency Procedures

In case of fire, the individual who discovers the fire shall assume these responsibilities:

- Call the Fire Department by dialing 911 and pulling the nearest fire alarm switch.
- If police or paramedics are needed, tell the 911 operator.
- Clear students from the immediate area.
- Follow General Emergency Response Plan

Fire in Surrounding Area

In the event of a fire in the surrounding area the following steps will be taken:

1. Principal will determine the location of the fire.
2. Based on this information Principal will determine if:
 - a. Families should be contacted and students to be picked up ASAP by following the outlined procedure. Students remain in the building until they are picked up to prevent smoke inhalation.
 - b. Students should be evacuated off site following off-site evacuation procedure.

Earthquake

Earthquake Emergency Procedure

In the event of an Earthquake the following procedure will be followed:

1. Teachers announce to class to drop and cover. Students get under their desks, cover their heads, and hold on to the legs of the table or desk.
2. Stay away from windows and bookcases, cabinets, outside walls and other heavy objects until the shaking stops. Do NOT try to run out of the structure during strong shaking.
3. When shaking is over, make sure you are safe and not injured.
 - a. Check on those around you, looking for those trapped or injured. Do not move seriously injured persons unless they are in immediate danger.
 - b. Check around you for dangerous conditions, such as fires or possible fire hazards, and structure damage. The greatest danger is from falling objects, followed by fire.
 - c. Put out small fires immediately with fire extinguishers.
 - d. Find and access your school radio.
 - e. If you suspect danger, evacuate yourself, students and colleagues to designated evacuation site.
4. Wait for instructions as the Principal activates the General Emergency Response Plan.

In the event of an earthquake while students are at recess the following procedure will be followed:

1. Students will move away from large trees or buildings and lie on the ground until the "all clear" is given.
2. Wait for instructions as the Principal activates the General Emergency Response Plan.

Lockdown/Shelter in Place

In the event of an Active Shooter or Gunman on or near the SVA premises, how you respond to an active shooter will be dictated by the specific circumstances of the encounter, bearing in mind there could be more than one shooter involved in the same situation. If you are near an area where a shooting or shooter is identified, take whatever actions necessary to protect yourself and our students. Follow the General Emergency Response Plan.

Terrorist Attacks (Bomb Threat)

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a sighting of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify the Principal immediately.
2. Ask the caller the following questions:
 - a. When is the bomb going to explode?
 - b. Where is the bomb right now?
 - c. What kind of bomb is it?
 - d. What does the bomb look like?
 - e. Why did you place the bomb?
 - f. Where are you calling from?
3. Record all of the information if possible
 - a. The exact time and length of the call.
 - b. Write down the exact words of the caller.
 - c. Listen carefully to the caller's voice and background noise.
 - d. After you hang up, call 911 immediately from a hard-wired telephone – do not use cell phones to report a bomb threat.

If there is a citing of a suspicious object, the person would:

1. Notify the Principal immediately.
2. Have the Principal or designee call 911 immediately from a hard-wired telephone.
3. Do not touch the object but note any identifying features to describe it to the Principal and emergency crews.
4. If you see any suspicious object, steer clear of it and report it to the Principal and the emergency crew chief. Follow all emergency crew and bomb squad directives. Use radios, walkie-talkies and hard wired phones.

Student Evacuation Plan:

1. If the Principal determines to evacuate, staff should follow Emergency Off-site Evacuation Procedures.

Off-site Evacuation Procedures

In the event of a fire outbreak or other need to evacuate off-site the following procedure will be followed:

1. Principal or designee call 911. Authorities determine safe direction and evacuation location.
2. Principal or designee announces the off-site evacuation over intercom.

3. Students line up at designated doors moving briskly and quietly.
4. Staff ensures all procedures are followed outlined in the General Emergency Response Plan

Storm & Flooding Procedures

Warnings of severe weather are usually received via public radio, State Warning Center or Nixel. If time and conditions permit, students may be sent home using procedures outlined in the General Emergency Response Plan.

Power Outages

If an outage occurs during the day, SVA can wait for electricity to be restored if relative conditions are cooperative, and as long as accommodations can be made for child nutrition and student safety. For example, if the weather is moderate and heating or air conditioning is not essential, we can continue without power. Students can move near a window where there is natural light. SVA must maintain access to a working telephone in each classroom where students are located. SVA must also maintain access to working telephone in the office. A battery backup supply is installed in the administrative office to ensure phone switches remain operational in the event of a power outage. This is checked on a monthly basis.

Power cuts can occur due to rolling blackouts, extreme weather conditions, PSPS, or can accompany other disasters such as earthquakes. If such events occur, SVA will notify parents/guardians of the appropriate action via Parent Square and direct phone calls.

If there is no power at SVA, it is recommended that staff turn off and unplug appliances and computers. Leave one light on to indicate when power has been restored.

Guidelines for People with Disabilities in Emergencies

Evacuation of people with disabilities will be given high priority in all emergencies. In an emergency situation, it is important that staff are familiar with the needs of people with disabilities. Whenever possible, people with disabilities will be positioned near a doorway for an easier exit. The following guidelines are important to follow:

In All Emergencies, After an Evacuation has Been Ordered:

- Evacuation of people with disabilities will be given high priority in all emergencies and will be evacuated if possible. Evacuating a disabled or injured person by only one person with no assistance is a last resort.
- Attempt a rescue evacuation ONLY if you have had rescue training.
- Check on people with special needs during an evacuation, determine if they have established a "buddy system," and ensure their safe evacuation.
- Always ASK someone with a disability how you can help BEFORE attempting any rescue technique or giving assistance. Ask how he or she can best be assisted or moved, and whether there are any special considerations or items that need to come with the person.
- DO NOT re-enter a building until permitted by emergency personnel. If you suspect a fire is behind a door; cover your hand to provide protection, first and then test the door by touching it. If it is hot then do NOT use the door as an exit. Try to find an alternate route for an exit.
- If the situation is life threatening, call 9-1-1.

C. Suspension/Expulsion Policies and Procedures (EC 49079)

Shanél Valley Academy Board of Directors recognizes that in extreme cases, suspension or expulsion may be required, but every attempt to avoid this outcome will be exhausted before taking this step as outlined in section (I) School Discipline Rules and Procedures.

The SVA Suspension and Expulsion Policy and Procedures (Student Policy #9) outlines Suspension/Expulsion Procedures as per California Education Code Section 47605(b)(5)(J). The Policy documents the grounds for, procedures and appeal process for suspensions and expulsions. This Suspension and Expulsion Policy has been established to promote learning and protect the safety and wellbeing of all students at SVA.

D. Procedures for Notifying Teachers about Dangerous Pupils

The Principal shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. Upon the receipt of the records of a new student, the records are available to teachers, Special Education staff, and the school counselor in the school office to sign out.

The cumulative records include a copy of each suspension. Each person receiving the cumulative record is to acknowledge receipt and fully review the document, submitted questions or clarifications if needed. When the Principal receives information from the juvenile court system that a student has been convicted of a serious or violent crime requiring teacher notification, s/he will notify the teacher. A plan will be developed with the Principal, teacher and other necessary staff to ensure the safety of everyone involved.

If a student that has not had a history of dangerous behavior acts in a dangerous manner toward anyone in the school community, the matter shall be investigated by school staff, as time permits. If the behavior is determined by SVA staff to need intervention by law enforcement, law enforcement shall be contacted by the school in an expeditious manner. If appropriate, an expulsion hearing may be conducted.

E. Discrimination & Harassment Policy (EC 212.6 [b])

Shanél Valley Academy has a Title IX, Harassment, Intimidation, Discrimination and Retaliation Board Policy (Board Policy #2) in place that prohibits unlawful harassment under Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law on the basis of sex.

SVA does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

SVA adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities.

SVA is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex), Title VI, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin), the Age Discrimination in Employment Act of 1967, The Age Discrimination Act of 1975, the IDEA, and Section 504 and Title II of the ADA (mental or physical disability). SVA also prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as “misconduct” prohibited by this Policy.

SVA does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which SVA does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. SVA will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Supervisors and managers are to report any complaints of unlawful harassment to the Principal or designee.

When SVA receives allegations of unlawful harassment, discrimination, or retaliation, the Board President (if a complaint is about the Principal) or the Principal or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. SVA is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School’s compliance with the law:

Eric Crawford, Principal
1 Ralph Better Drive
Hopland CA, 95449
707-744-1489

F. School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

SVA does not have a schoolwide dress code for its students. Staff is responsible for evaluating the appropriateness of clothing and/or students items. These shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive, which bear drug, alcohol, or tobacco company advertising, promotions and likenesses, or which advocate racial, gender, sexual orientation, ethnic, religious prejudice, or gang related activity.

G. Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

SVA shall maintain safe and secure methods of ingress and egress for pupils, parents, and staff to and from the school property which are ADA compliant. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. SVA will ensure that all passageways to and from school buildings, corridors within school buildings, and emergency exits remain clear of all obstruction to allow the flow of pedestrian and vehicular traffic. Drivers are expected to follow all motor vehicle laws and speed limits and be cautious when children are present.

Facilities shall be inspected regularly by school staff and any necessary modifications shall be made in a timely fashion. Facilities shall be inspected annually by the Hopland Fire Department. The school will also ensure that potential obstructions and hazards are removed from such areas. In the event of an injury, SVA staff should be notified as well as appropriate medical personnel as necessary.

Through the joint efforts of the Board of Directors, Staff, Parent Advisory Council, Hopland Fire District and other consultants, SVA has developed a plan to ensure the safe arrival and departure of students, staff, and visitors. SVA encourages input from our community and reviews this plan on an annual basis. Any problems associated with safe ingress and egress will be addressed immediately.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Every student who attends SVA will be provided with an environment where they not only feel physically safe, but an environment characterized by a positive school climate and culture.

Our small school focuses on positive school culture and inclusion, and a commitment to a system of continuous improvement. At SVA we develop our STRENGTHS, design a common VISION, and together we ACHIEVE. This motto applies to our discipline practices as well. Evidence-based practices that promote inclusive, trauma-informed approaches to student behavior are shown to be supportive of student achievement and engagement, which in turn contributes to a positive school climate overall.

The staff working to support student success and experience at SVA are trained in youth development, trauma-responsive approaches, cultural competency, restorative practices and PBIS. SVA promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. SVA remains in compliance with existing laws related to school safety. This CSSP outlines several elements critical to maintaining a safe school environment.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

SVA recognizes that students do not learn in isolation, but rather through interaction with teachers, peers and their school environment. It is part of SVA's mission to provide and foster positive interactions and relationships between students and their fellow students, educators and the community in general. In order to achieve this goal, SVA has implemented a data-driven approach to school discipline through restorative practices ("RP") and avoids traditional zero-tolerance discipline procedures.

Restorative Practices have been shown to address the needs of the school and surrounding community by building healthy relationships between educators, students, families and community members.

Restorative practices seek to reduce, prevent and improve harmful behavior by repairing harm caused by a student's actions and restoring positive relationships while still holding students accountable for their actions.

School discipline and behavioral expectations at SVA are derived from evidence-based restorative practices with the expectation of markedly reduced suspension and expulsion rates, increased attendance and a positive school culture and climate.

Practices at SVA include, but are not limited to:

1. Incident Reporting (Low Level Referrals)
 - a. Low Level Referrals (LLR) are used when there is a minor incident that involves negative student behavior. LLR provide specific details about each incident, where the incident takes place, and what time the incident takes place. This allows SVA to plot data to better understand behavioral patterns, allowing for specific intervention to be implemented. Example: A student
2. Think Sheets
 - a. When a student has done harm to another, or did not follow the B.E.A.R expectations, they are given a think sheet that uses restorative questions to promote behavioral self awareness. These sheets are sent home so the parent and student can work on the behaviors together. They returned the next day.
3. Disciplinary Referral
 - a. When a student has a major behavioral concern that can not be addressed with other interventions, or if they are having continual behavior issues, a disciplinary referral is used. At this time the principal and the student will come up with a restorative consequence and the Disciplinary Referral is sent home to the parents/guardians with details.
 - i. For example, if a student is calling names or being discriminatory towards others, a restorative consequence might include having to write a paper explaining how name calling can effect ones mental/emotional/physical health for a lifetime, and then being asked to present the paper to ther class. Each restorative consequence is created to help the students understand the effect of their behavior.

SVA actively seeks out partnerships with organizations whose services can help make the connection between SVA's academic and school climate goals. These include healthcare agencies, Tribal council, mental health supports, and experts in restorative practices and PBIS.

SVA's discipline and school climate goals include the implementation of trauma-Informed approaches to discipline and student engagement. We employ restorative practices through a curriculum entitled Growth Heartset: this approach includes comprehensive anti-bias, trauma-informed-practices, and RP training and coaching. The approach provides tools that can help students, educators and even parents shift their mindset from zero-tolerance to a less punitive approach. Evidence that zero-tolerance discipline also leads to higher rates of disengagement is the driving force for SVA's commitment to RP in our small community school setting.

Each classroom, teaching team has collaboratively established norms for behavior and conditions supportive to learning. These include:

Cafeteria:

- B- Indoor voices
- E- Pick up after self and others
- A- Separate Trash, Recycling, Compost correctly
- R- Listen and Follow Directions

Classroom:

- B- Listen to others
- E- Participate in class activities and discussions
- A- Pay attention (look, listen, do)
- R- Listen and Follow Directions

Playground

- B- Use playground equipment properly
- E- Play with other appropriately
- A- Know and follow Playground rules (Bell- Freeze, Whistle- walk to class)
- R- Use Kind Words and actions

Bathrooms:

- B- Be aware of surroundings, provide privacy and personal space
- E- Walking Feet
- A- Quiet Voices
- R- Clean up after yourself and others

In- Line:

- B- Eyes Forward
- E- Remain Calm
- A- Hands to yourself
- R- Keep voices down

Library:

- B- Walking Feet
- E- Listen and Follow directions
- A- Put books away, where they belong
- R- Whisper Voices

Bear's Lair

- B- Share areas if someone is waiting
- E- Clean up after yourself and others
- A- Take turns
- R- Use kind words and actions

Hallway's

- B- Waiting before entering/exiting doors, avoid yellow lines by doors

E- Walking feet
A- Quiet voices
R- Hands, feet and body to self

Even the youngest students are capable of contributing in this way, and implementing these proactive approaches to classroom culture and school climate build a foundation for respectful collaboration among peers. When students, staff or anyone in the SVA community falls out of these collaboratively established norms, Restorative Practices call for a pull-in rather than push-out approach. Restorative circles, empathy and active listening are all skills that students, staff and teachers are currently developing at SVA.

SVA students come from a community that is no stranger to natural disaster and complex historical inequities. For this reason a trauma informed and trauma responsive approach is appropriate to support the goals and mission of SVA. This approach includes building a school culture of trust, support and collaboration. Our morning begins with a mindful moment to help students and teachers adjust to the school setting and transition from home. Regular check-ins, mini wellness and emotional check-ins are woven throughout each day to instill students with a sense of self-awareness and self-efficacy. Restorative circles and compassionate listening are skills all SVA educational staff are trained to facilitate, and students in our youth leadership roles also keep the integrity of our respectful culture thriving.

(I) Charter School Safety Procedures—Tactical Responses to Criminal Incidents [EC47605(6)(F)(ii)]

Overview

Shanel Valley Academy has a General Emergency Response Plan developed in conjunction with Law Enforcement, the Hopland Fire District and first responders.

2021-2022 Statement of Economic Interests



Form 700

A Public Document

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Helpful Resources

- Video Tutorials
- Reference Pamphlet
- Excel Version
- FAQs
- Gift and Travel Fact Sheet for State and Local Officials

California Fair Political Practices Commission

1102 Q Street, Suite 3000 • Sacramento, CA 95811

Email Advice: advice@fppc.ca.gov

Toll-free advice line: 1 (866) ASK-FPPC • 1 (866) 275-3772

Telephone: (916) 322-5660 • Website: www.fppc.ca.gov

December 2021

Quick Start Guide

Detailed instructions begin on page 3.

WHEN IS THE ANNUAL STATEMENT DUE?

- March 1 – Elected State Officers, Judges and Court Commissioners, State Board and Commission members listed in Government Code Section 87200
- April 1 – Most other filers

WHERE DO I FILE?

Most people file the Form 700 with their agency. If you're not sure where to file your Form 700, contact your filing officer or the person who asked you to complete it.

ITEMS TO NOTE!

- The Form 700 is a public document.
- Only filers serving in active military duty may receive an extension on the filing deadline.
- You must also report interests held by your spouse or registered domestic partner.
- Your agency's conflict of interest code will help you to complete the Form 700. You are encouraged to get your conflict of interest code from the person who asked you to complete the Form 700.

NOTHING TO REPORT?

Mark the "No reportable interests" box on Part 4 of the Cover Page, and submit only the signed Cover Page. Please review each schedule carefully!

Schedule	Common Reportable Interests	Common Non-Reportable Interests
A-1: Investments	Stocks, including those held in an IRA or 401K. Each stock must be listed.	Insurance policies, government bonds, diversified mutual funds, funds similar to diversified mutual funds.
A-2: Business Entities/Trusts	Business entities, sole proprietorships, partnerships, LLCs, corporations and trusts. (e.g., Form 1099 filers).	Savings and checking accounts, and annuities.
B: Real Property	Rental property in filer's jurisdiction, or within two miles of the boundaries of the jurisdiction.	A residence used exclusively as a personal residence (such as a home or vacation property).
C: Income	Non-governmental salaries. Note that filers are required to report only half of their spouse's or partner's salary.	Governmental salary (from school district, for example).
D: Gifts	Gifts from businesses, vendors, or other contractors (meals, tickets, etc.).	Gifts from family members.
E: Travel Payments	Travel payments from third parties (not your employer).	Travel paid by your government agency.

Note: Like reportable interests, non-reportable interests may also create conflicts of interest and could be grounds for disqualification from certain decisions.

QUESTIONS?

- advice@fppc.ca.gov
- (866) 275-3772 Mon-Thurs, 9-11:30 a.m.

E-FILING ISSUES?

- If using your agency's system, please contact technical support at your agency.
- If using FPPC's e-filing system, write to form700@fppc.ca.gov.

What's New

Gift Limit Increase

The gift limit increased to **\$520** for calendar years **2021** and **2022**. The gift limit in 2020 was **\$500**.

Who must file:

- Elected and appointed officials and candidates listed in Government Code Section 87200
- Employees, appointed officials, and consultants filing pursuant to a conflict of interest code ("code filers"). **Obtain your disclosure categories, which describe the interests you must report, from your agency;** they are not part of the Form 700
- Candidates running for local elective offices that are designated in a conflict of interest code (e.g., county sheriffs, city clerks, school board trustees, and water board members)

Exception:

- Candidates for a county central committee are not required to file the Form 700
- Employees in newly created positions of existing agencies

For more information, see Reference Pamphlet, page 3, at www.fppc.ca.gov.

Where to file:

87200 Filers

State offices	⇒	Your agency
Judicial offices	⇒	The clerk of your court
Retired Judges	⇒	Directly with FPPC
County offices	⇒	Your county filing official
City offices	⇒	Your city clerk
Multi-County offices	⇒	Your agency

Code Filers — State and Local Officials, Employees, and Consultants Designated in a Conflict of Interest

Code: File with your agency, board, or commission unless otherwise specified in your agency's code (e.g., Legislative staff files directly with FPPC). In most cases, the agency, board, or commission will retain the statements.

Members of Newly Created Boards and Commissions: File with your agency or with your agency's code reviewing body pursuant to Regulation 18754.

Employees in Newly Created Positions of Existing Agencies: File with your agency or with your agency's code reviewing body. (See Reference Pamphlet, page 3.)

Candidates file as follow:

State offices, Judicial offices and multi-county offices	⇒	County elections official with whom you file your declaration of candidacy
County offices	⇒	County elections official
City offices	⇒	City Clerk
Public Employee's Retirement System (CalPERS)	⇒	CalPERS
State Teacher's Retirement Board (CalSTRS)	⇒	CalSTRS

How to file:

The Form 700 is available at www.fppc.ca.gov. Form 700 schedules are also available in Excel format. Each Statement must have a handwritten "wet" signature or "secure electronic signature," meaning either (1) a signature submitted using an approved electronic filing system or (2) if permitted by the filing officer, a digital signature submitted via the filer's agency email address. (See Regulations 18104 and 18757.) Companies such as Adobe and DocuSign offer digital signature services. All statements are signed under the penalty of perjury and must be verified by the filer. See Regulation 18723.1(c) for filing instructions for copies of expanded statements.

When to file:

Annual Statements

⇒ March 1, 2022

- Elected State Officers
- Judges and Court Commissioners
- State Board and State Commission Members listed in Government Code Section 87200

⇒ April 1, 2022

- Most other filers

Individuals filing under conflict of interest codes in city and county jurisdictions should verify the annual filing date with their filing official or filing officer.

Statements postmarked by the filing deadline are considered filed on time.

Statements of 30 pages or less may be emailed or faxed by the deadline as long as the originally signed paper version is sent by first class mail to the filing official within 24 hours.

Assuming Office and Leaving Office Statements

Most filers file within 30 days of assuming or leaving office or within 30 days of the effective date of a newly adopted or amended conflict of interest code.

Exception:

If you assumed office between October 1, 2021, and December 31, 2021, and filed an assuming office statement, you are not required to file an annual statement until March 1, 2023, or April 1, 2023, whichever is applicable. The annual statement will cover the day after you assumed office through December 31, 2022. (See Reference Pamphlet, page 6, for additional exceptions.)

Candidate Statements

File no later than the final filing date for the declaration of candidacy or nomination documents. A candidate statement is not required if you filed an assuming office or annual statement for the same jurisdiction within 60 days before filing a declaration of candidacy or other nomination documents.

Late Statements

There is no provision for filing deadline extensions unless the filer is serving in active military duty. (See page 19 for information on penalties and fines.)

Amendments

Statements may be amended at any time. You are only required to amend the schedule that needs to be revised. It is not necessary to amend the entire filed form. Obtain amendment schedules at www.fppc.ca.gov.

Types of Statements

Assuming Office Statement:

If you are a newly appointed official or are newly employed in a position designated, or that will be designated, in a state or local agency's conflict of interest code, your assuming office date is the date you were sworn in or otherwise authorized to serve in the position. If you are a newly elected official, your assuming office date is the date you were sworn in.

- Report: Investments, interests in real property, and business positions held on the date you assumed the office or position must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the date you assumed the office or position.

For positions subject to confirmation by the State Senate or the Commission on Judicial Appointments, your assuming office date is the date you were appointed or nominated to the position.

- Example: Maria Lopez was nominated by the Governor to serve on a state agency board that is subject to state Senate confirmation. The assuming office date is the date Maria's nomination is submitted to the Senate. Maria must report investments, interests in real property, and business positions she holds on that date, and income (including loans, gifts, and travel payments) received during the 12 months prior to that date.

If your office or position has been added to a newly adopted or newly amended conflict of interest code, use the effective date of the code or amendment, whichever is applicable.

- Report: Investments, interests in real property, and business positions held on the effective date of the code or amendment must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the effective date of the code or amendment.

Annual Statement:

Generally, the period covered is January 1, 2021, through December 31, 2021. If the period covered by the statement is different than January 1, 2021, through December 31, 2021, (for example, you assumed office between October 1, 2020, and December 31, 2020 or you are combining statements), you must specify the period covered.

- Investments, interests in real property, business positions held, and income (including loans, gifts, and travel payments) received during the period covered by the statement must be reported. Do not change the preprinted dates on Schedules A-1, A-2, and B unless you are required to report the acquisition or disposition of an interest that did not occur in 2021.

- If your disclosure category changes during a reporting period, disclose under the old category until the effective date of the conflict of interest code amendment and disclose under the new disclosure category through the end of the reporting period.

Leaving Office Statement:

Generally, the period covered is January 1, 2021, through the date you stopped performing the duties of your position. If the period covered differs from January 1, 2021, through the date you stopped performing the duties of your position (for example, you assumed office between October 1, 2020, and December 31, 2020, or you are combining statements), the period covered must be specified. The reporting period can cover parts of two calendar years.

- Report: Investments, interests in real property, business positions held, and income (including loans, gifts, and travel payments) received during the period covered by the statement. Do not change the preprinted dates on Schedules A-1, A-2, and B unless you are required to report the acquisition or disposition of an interest that did not occur in 2021.

Candidate Statement:

If you are filing a statement in connection with your candidacy for state or local office, investments, interests in real property, and business positions held on the date of filing your declaration of candidacy must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the date of filing your declaration of candidacy is reportable. Do not change the preprinted dates on Schedules A-1, A-2, and B.

Candidates running for local elective offices (e.g., county sheriffs, city clerks, school board trustees, or water district board members) must file candidate statements, as required by the conflict of interest code for the elected position. The code may be obtained from the agency of the elected position.

Amendments:

If you discover errors or omissions on any statement, file an amendment as soon as possible. You are only required to amend the schedule that needs to be revised; it is not necessary to refile the entire form. Obtain amendment schedules from the FPPC website at www.fppc.ca.gov.

Note: Once you file your statement, you may not withdraw it. All changes must be noted on amendment schedules.

Expanded Statement:

If you hold multiple positions subject to reporting requirements, you may be able to file an expanded statement for each position, rather than a separate and distinct statement for each position. The expanded statement must cover all reportable interests for all jurisdictions and list all positions for which it is filed. The rules and processes governing the filing of an expanded statement are set forth in Regulation 18723.1

STATEMENT OF ECONOMIC INTERESTS
COVER PAGE
A PUBLIC DOCUMENT

Date Initial Filing Received
Filing Official Use Only

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)

1. Office, Agency, or Court

Agency Name (Do not use acronyms)

Division, Board, Department, District, if applicable

Your Position

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: Position:

2. Jurisdiction of Office (Check at least one box)

☐ State

Judge, Retired Judge, Pro Tem Judge, or Court Commissioner
(Statewide Jurisdiction)

☐ Multi-County

☐ County of

☐ City of

☐ Other

3. Type of Statement (Check at least one box)

☐ **Annual:** The period covered is January 1, 2021, through December 31, 2021.

☐ **Leaving Office:** Date Left ____/____/_____
(Check one circle.)

-or-

The period covered is ____/____/_____, through December 31, 2021.

☐ The period covered is January 1, 2021, through the date of leaving office.

-or-

☐ **Assuming Office:** Date assumed ____/____/____

The period covered is ____/____/_____, through the date of leaving office.

Candidate: Date of Election ____ and office sought, if different than Part 1: ____

4. Schedule Summary (must complete) ► Total number of pages including this cover page: _____

Schedules attached

☐ **Schedule A-1 - Investments** – schedule attached

☐ **Schedule C - Income, Loans, & Business Positions** – schedule attached

☐ **Schedule A-2 - Investments** – schedule attached

☐ **Schedule D - Income – Gifts** – schedule attached

☐ **Schedule B - Real Property** – schedule attached

☐ **Schedule E - Income – Gifts – Travel Payments** – schedule attached

-or- None - No reportable interests on any schedule

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
(Business or Agency Address Recommended - Public Document)

DAYTIME TELEPHONE NUMBER EMAIL ADDRESS
()

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed (month, day, year)

Signature (File the originally signed paper statement with your filing official.)

Clear

Instructions

Cover Page

Enter your name, mailing address, and daytime telephone number in the spaces provided. **Because the Form 700 is a public document, you may list your business/office address instead of your home address.**

Part 1. Office, Agency, or Court

- Enter the name of the office sought or held, or the agency or court. Consultants must enter the public agency name rather than their private firm's name. (Examples: State Assembly; Board of Supervisors; Office of the Mayor; Department of Finance; Hope County Superior Court).
- Indicate the name of your division, board, or district, if applicable. (Examples: Division of Waste Management; Board of Accountancy; District 45). **Do not use acronyms.**
- Enter your position title. (Examples: Director; Chief Counsel; City Council Member; Staff Services Analyst).
- If you hold multiple positions (i.e., a city council member who also is a member of a county board or commission) you may be required to file separate and distinct statements with each agency. To simplify your filing obligations, in some cases you may instead complete a single expanded statement and file it with each agency.
 - The rules and processes governing the filing of an expanded statement are set forth in Regulation 18723.1. To file an expanded statement for multiple positions, enter the name of each agency with which you are required to file and your position title with each agency in the space provided. **Do not use acronyms.** Attach an additional sheet if necessary. Complete one statement disclosing all reportable interests for all jurisdictions. Then file the expanded statement with each agency as directed by Regulation 18723.1(c).

If you assume or leave a position after a filing deadline, you must complete a separate statement. For example, a city council member who assumes a position with a county special district after the April annual filing deadline must file a separate assuming office statement. In subsequent years, the city council member may expand their annual filing to include both positions.

Example:

Brian Bourne is a city council member for the City of Lincoln and a board member for the Camp Far West Irrigation District – a multi-county agency that covers the Counties of Placer and Yuba. The City is located within Placer County. Brian may complete one expanded statement to disclose all reportable interests for both offices and list both positions on the Cover Page. Brian will file the expanded statement with each the City and the District as directed by Regulation 18723.1(c).

Part 2. Jurisdiction of Office

- Check the box indicating the jurisdiction of your agency and, if applicable, identify the jurisdiction. Judges, judicial candidates, and court commissioners have statewide jurisdiction. All other filers should review the Reference Pamphlet, page 13, to determine their jurisdiction.
- If your agency is a multi-county office, list each county in which your agency has jurisdiction.

- If your agency is not a state office, court, county office, city office, or multi-county office (e.g., school districts, special districts and JPAs), check the “other” box and enter the county or city in which the agency has jurisdiction.

Example:

This filer is a member of a water district board with jurisdiction in portions of Yuba and Sutter Counties.

1. Office, Agency, or Court	
Agency Name (Do not use acronyms) Feather River Irrigation District	
Division, Board, Department, District, if applicable N/A	Your Position Board Member
► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)	
Agency: N/A	Position:
2. Jurisdiction of Office (Check at least one box)	
<input type="checkbox"/> State	<input type="checkbox"/> Judge or Court Commissioner (Statewide Jurisdiction)
<input checked="" type="checkbox"/> Multi-County Yuba & Sutter Counties	<input type="checkbox"/> County of
<input type="checkbox"/> City of	<input type="checkbox"/> Other

Part 3. Type of Statement

Check at least one box. The period covered by a statement is determined by the type of statement you are filing. If you are completing a 2021 annual statement, **do not** change the pre-printed dates to reflect 2022. Your annual statement is used for reporting the **previous year's** economic interests. Economic interests for your annual filing covering January 1, 2022, through December 31, 2022, will be disclosed on your statement filed in 2023. See Reference Pamphlet, page 4.

Combining Statements: Certain types of statements for the same position may be combined. For example, if you leave office after January 1, but before the deadline for filing your annual statement, you may combine your annual and leaving office statements. File by the earliest deadline. Consult your filing officer or the FPPC.

Part 4. Schedule Summary

- Complete the Schedule Summary after you have reviewed each schedule to determine if you have reportable interests.
- Enter the total number of completed pages including the cover page and either check the box for each schedule you use to disclose interests; **or** if you have nothing to disclose on any schedule, check the “No reportable interests” box. Please **do not** attach any blank schedules.

Part 5. Verification

Complete the verification by signing the statement and entering the date signed. Each statement must have an original “wet” signature unless filed with a secure electronic signature. (See page 3 above.) All statements must be signed under penalty of perjury and be verified by the filer pursuant to Government Code Section 81004. See Regulation 18723.1(c) for filing instructions for copies of expanded statements.

When you sign your statement, you are stating, under penalty of perjury, that it is true and correct. Only the filer has authority to sign the statement. An unsigned statement is not considered filed and you may be subject to late filing penalties.

SCHEDULE A-1

Investments

Stocks, Bonds, and Other Interests

(Ownership Interest is Less Than 10%)

Investments must be itemized.

Do not attach brokerage or financial statements.

CALIFORNIA FORM 700

FAIR POLITICAL PRACTICES COMMISSION

Name

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE

\$2,000 - \$10,000 ☐ \$10,001 - \$100,000
\$100,001 - \$1,000,000 ☐ Over \$1,000,000

NATURE OF INVESTMENT

Stock Other (Describe)

☐ Partnership Income Received of \$0 - \$499
☐ Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

/ / 21
ACQUIRED DISPOSED

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE

\$2,000 - \$10,000 ☐ \$10,001 - \$100,000
\$100,001 - \$1,000,000 ☐ Over \$1,000,000

NATURE OF INVESTMENT

Stock Other (Describe)

☐ Partnership Income Received of \$0 - \$499
☐ Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

/ / 21
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GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE

\$2,000 - \$10,000 ☐ \$10,001 - \$100,000
\$100,001 - \$1,000,000 ☐ Over \$1,000,000

NATURE OF INVESTMENT

Stock Other (Describe)

☐ Partnership Income Received of \$0 - \$499
☐ Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

/ / 21
ACQUIRED DISPOSED

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE

\$2,000 - \$10,000 ☐ \$10,001 - \$100,000
\$100,001 - \$1,000,000 ☐ Over \$1,000,000

NATURE OF INVESTMENT

Stock Other (Describe)

☐ Partnership Income Received of \$0 - \$499
☐ Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

/ / 21
ACQUIRED DISPOSED

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE

\$2,000 - \$10,000 ☐ \$10,001 - \$100,000
\$100,001 - \$1,000,000 ☐ Over \$1,000,000

NATURE OF INVESTMENT

Stock Other (Describe)

☐ Partnership Income Received of \$0 - \$499
☐ Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

/ / 21
ACQUIRED DISPOSED

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE

\$2,000 - \$10,000 ☐ \$10,001 - \$100,000
\$100,001 - \$1,000,000 ☐ Over \$1,000,000

NATURE OF INVESTMENT

☐ Stock ☐ Other (Describe)

Partnership ☐ Income Received of \$0 - \$499
☐ Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

/ / 21
ACQUIRED DISPOSED

Comments:

Clear

Instructions – Schedules A-1 and A-2 Investments

“Investment” means a financial interest in any business entity (including a consulting business or other independent contracting business) that is located in, doing business in, planning to do business in, or that has done business during the previous two years in your agency’s jurisdiction in which you, your spouse or registered domestic partner, or your dependent children had a direct, indirect, or beneficial interest totaling \$2,000 or more at any time during the reporting period. (See Reference Pamphlet, page 13.)

Reportable investments include:

- Stocks, bonds, warrants, and options, including those held in margin or brokerage accounts and managed investment funds (See Reference Pamphlet, page 13.)
- Sole proprietorships
- Your own business or your spouse’s or registered domestic partner’s business (See Reference Pamphlet, page 8, for the definition of “business entity.”)
- Your spouse’s or registered domestic partner’s investments even if they are legally separate property
- Partnerships (e.g., a law firm or family farm)
- Investments in reportable business entities held in a retirement account (See Reference Pamphlet, page 15.)
- If you, your spouse or registered domestic partner, and dependent children together had a 10% or greater ownership interest in a business entity or trust (including a living trust), you must disclose investments held by the business entity or trust. (See Reference Pamphlet, page 16, for more information on disclosing trusts.)
- Business trusts

You are not required to disclose:

- Government bonds, diversified mutual funds, certain funds similar to diversified mutual funds (such as exchange traded funds) and investments held in certain retirement accounts. (See Reference Pamphlet, page 13.) (Regulation 18237)
- Bank accounts, savings accounts, money market accounts and certificates of deposits
- Insurance policies
- Annuities
- Commodities
- Shares in a credit union
- Government bonds (including municipal bonds)

Reminders

- Do you know your agency’s jurisdiction?
- Did you hold investments at any time during the period covered by this statement?
- Code filers – your disclosure categories may only require disclosure of specific investments.

- Retirement accounts invested in non-reportable interests (e.g., insurance policies, mutual funds, or government bonds) (See Reference Pamphlet, page 15.)
- Government defined-benefit pension plans (such as CalPERS and CalSTRS plans)
- Certain interests held in a blind trust (See Reference Pamphlet, page 16.)

Use Schedule A-1 to report ownership of less than 10% (e.g., stock). Schedule C (Income) may also be required if the investment is not a stock or corporate bond. (See second example below.)

Use Schedule A-2 to report ownership of 10% or greater (e.g., a sole proprietorship).

To Complete Schedule A-1:

Do not attach brokerage or financial statements.

- Disclose the name of the business entity.
- Provide a general description of the business activity of the entity (e.g., pharmaceuticals, computers, automobile manufacturing, or communications).
- Check the box indicating the highest fair market value of your investment during the reporting period. If you are filing a candidate or an assuming office statement, indicate the fair market value on the filing date or the date you took office, respectively. (See page 20 for more information.)
- Identify the nature of your investment (e.g., stocks, warrants, options, or bonds).
- An acquired or disposed of date is only required if you initially acquired or entirely disposed of the investment interest during the reporting period. The date of a stock dividend reinvestment or partial disposal is not required. Generally, these dates will not apply if you are filing a candidate or an assuming office statement.

Examples:

Frank Byrd holds a state agency position. His conflict of interest code requires full disclosure of investments. Frank must disclose his stock holdings of \$2,000 or more in any company that is located in or does business in California, as well as those stocks held by his spouse or registered domestic partner and dependent children.

Alice Lance is a city council member. She has a 4% interest, worth \$5,000, in a limited partnership located in the city. Alice must disclose the partnership on Schedule A-1 and income of \$500 or more received from the partnership on Schedule C.

SCHEDULE A-2
Investments, Income, and Assets
of Business Entities/Trusts
(Ownership Interest is 10% or Greater)

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION
Name _____

▶ 1. BUSINESS ENTITY OR TRUST	
Name _____	
Address (Business Address Acceptable) _____	
Check one Trust, go to 2 <input type="checkbox"/> Business Entity, complete the box, then go to 2	
GENERAL DESCRIPTION OF THIS BUSINESS	
FAIR MARKET VALUE <input type="checkbox"/> \$0 - \$1,999 <input type="checkbox"/> \$2,000 - \$100,000 <input type="checkbox"/> \$10,001 - \$100,000 <input type="checkbox"/> \$100,001 - \$1,000,000 <input type="checkbox"/> Over \$1,000,000	IF APPLICABLE, LIST DATE: _____/_____/21 ____/_____/21 ACQUIRED DISPOSED
NATURE OF INVESTMENT Partnership <input type="checkbox"/> Sole Proprietorship _____ Other	
YOUR BUSINESS POSITION _____	

▶ 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)	
<input type="checkbox"/> \$0 - \$499 <input type="checkbox"/> \$500 - \$1,000 <input type="checkbox"/> \$1,001 - \$10,000	<input type="checkbox"/> \$10,001 - \$100,000 <input type="checkbox"/> OVER \$100,000

▶ 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF \$10,000 OR MORE (Attach a separate sheet if necessary.)	
None or <input type="checkbox"/> Names listed below	

▶ 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST	
Check one box: <input type="checkbox"/> INVESTMENT REAL PROPERTY	
Name of Business Entity, if Investment, or Assessor's Parcel Number or Street Address of Real Property _____	
Description of Business Activity or City or Other Precise Location of Real Property _____	
FAIR MARKET VALUE <input type="checkbox"/> \$2,000 - \$10,000 <input type="checkbox"/> \$10,001 - \$100,000 <input type="checkbox"/> \$100,001 - \$1,000,000 <input type="checkbox"/> Over \$1,000,000	IF APPLICABLE, LIST DATE: _____/_____/21 ____/_____/21 ACQUIRED DISPOSED
NATURE OF INTEREST <input type="checkbox"/> Property Ownership/Deed of Trust Stock <input type="checkbox"/> Partnership	
Leasehold _____ Other _____ Yrs. remaining	
Check box if additional schedules reporting investments or real property are attached	

▶ 1. BUSINESS ENTITY OR TRUST	
Name _____	
Address (Business Address Acceptable) _____	
Check one <input type="checkbox"/> Trust, go to 2 Business Entity, complete the box, then go to 2	
GENERAL DESCRIPTION OF THIS BUSINESS	
FAIR MARKET VALUE <input type="checkbox"/> \$0 - \$1,999 <input type="checkbox"/> \$2,000 - \$100,000 <input type="checkbox"/> \$10,001 - \$100,000 <input type="checkbox"/> \$100,001 - \$1,000,000 <input type="checkbox"/> Over \$1,000,000	IF APPLICABLE, LIST DATE: _____/_____/21 ____/_____/21 ACQUIRED DISPOSED
NATURE OF INVESTMENT <input type="checkbox"/> Partnership Sole Proprietorship <input type="checkbox"/> _____ Other	
YOUR BUSINESS POSITION _____	

▶ 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)	
<input type="checkbox"/> \$0 - \$499 <input type="checkbox"/> \$500 - \$1,000 <input type="checkbox"/> \$1,001 - \$10,000	<input type="checkbox"/> \$10,001 - \$100,000 <input type="checkbox"/> OVER \$100,000

▶ 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF \$10,000 OR MORE (Attach a separate sheet if necessary.)	
<input type="checkbox"/> None or Names listed below	

▶ 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST	
Check one box: INVESTMENT <input type="checkbox"/> REAL PROPERTY	
Name of Business Entity, if Investment, or Assessor's Parcel Number or Street Address of Real Property _____	
Description of Business Activity or City or Other Precise Location of Real Property _____	
FAIR MARKET VALUE <input type="checkbox"/> \$2,000 - \$10,000 <input type="checkbox"/> \$10,001 - \$100,000 <input type="checkbox"/> \$100,001 - \$1,000,000 <input type="checkbox"/> Over \$1,000,000	IF APPLICABLE, LIST DATE: _____/_____/21 ____/_____/21 ACQUIRED DISPOSED
NATURE OF INTEREST Property Ownership/Deed of Trust <input type="checkbox"/> Stock Partnership	
<input type="checkbox"/> Leasehold _____ <input type="checkbox"/> Other _____ Yrs. remaining	
<input type="checkbox"/> Check box if additional schedules reporting investments or real property are attached	

Comments: _____

Print

Instructions – Schedule A-2

Investments, Income, and Assets of Business Entities/Trusts

Use Schedule A-2 to report investments in a business entity (including a consulting business or other independent contracting business) or trust (including a living trust) in which you, your spouse or registered domestic partner, and your dependent children, together or separately, had a 10% or greater interest, totaling \$2,000 or more, during the reporting period and which is located in, doing business in, planning to do business in, or which has done business during the previous two years in your agency's jurisdiction. (See Reference Pamphlet, page 13.) A trust located outside your agency's jurisdiction is reportable if it holds assets that are located in or doing business in the jurisdiction. Do not report a trust that contains non-reportable interests. For example, a trust containing only your personal residence not used in whole or in part as a business, your savings account, and some municipal bonds, is not reportable.

Also report on Schedule A-2 investments and real property held by that entity or trust if your pro rata share of the investment or real property interest was \$2,000 or more during the reporting period.

To Complete Schedule A-2:

Part 1. Disclose the name and address of the business entity or trust. If you are reporting an interest in a business entity, check "Business Entity" and complete the box as follows:

- Provide a general description of the business activity of the entity.
- Check the box indicating the highest fair market value of your investment during the reporting period.
- If you initially acquired or entirely disposed of this interest during the reporting period, enter the date acquired or disposed.
- Identify the nature of your investment.
- Disclose the job title or business position you held with the entity, if any (i.e., if you were a director, officer, partner, trustee, employee, or held any position of management). A business position held by your spouse is not reportable.

Part 2. Check the box indicating **your pro rata** share of the **gross** income received **by** the business entity or trust. This amount includes your pro rata share of the **gross** income **from** the business entity or trust, as well as your community property interest in your spouse's or registered domestic partner's share. Gross income is the total amount of income before deducting expenses, losses, or taxes.

Part 3. Disclose the name of each source of income that is located in, doing business in, planning to do business in, or that has done business during the previous two years in your agency's jurisdiction, as follows:

- Disclose each source of income and outstanding loan **to the business entity or trust** identified in Part 1 if your pro rata share of the **gross** income (including your community property interest in your spouse's or registered domestic partner's share) to the business entity or trust from that source was \$10,000 or more during the reporting period. (See Reference Pamphlet, page 11, for examples.) Income from governmental sources may be reportable if not considered salary. See Regulation 18232. Loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status are not reportable.
- Disclose each individual or entity that was a source of commission income of \$10,000 or more during the reporting period through the business entity identified in Part 1. (See Reference Pamphlet, page 8.)

You may be required to disclose sources of income located outside your jurisdiction. For example, you may have a client who resides outside your jurisdiction who does business on a regular basis with you. Such a client, if a reportable source of \$10,000 or more, must be disclosed.

Mark "None" if you do not have any reportable \$10,000 sources of income to disclose. Phrases such as "various clients" or "not disclosing sources pursuant to attorney-client privilege" are not adequate disclosure. (See Reference Pamphlet, page 14, for information on procedures to request an exemption from disclosing privileged information.)

Part 4. Report any investments or interests in real property held or leased **by the entity or trust** identified in Part 1 if your pro rata share of the interest held was \$2,000 or more during the reporting period. Attach additional schedules or use FPPC's Form 700 Excel spreadsheet if needed.

- Check the applicable box identifying the interest held as real property or an investment.
- If investment, provide the name and description of the business entity.
- If real property, report the precise location (e.g., an assessor's parcel number or address).
- Check the box indicating the highest fair market value of your interest in the real property or investment during the reporting period. (Report the fair market value of the portion of your residence claimed as a tax deduction if you are utilizing your residence for business purposes.)
- Identify the nature of your interest.
- Enter the date acquired or disposed only if you initially acquired or entirely disposed of your interest in the property or investment during the reporting period.

SCHEDULE B
Interests in Real Property
(Including Rental Income)

Name _____

► ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS

CITY _____

FAIR MARKET VALUE

IF APPLICABLE, LIST DATE:

☐ \$2,000 - \$10,000

☐ \$10,001 - \$100,000

☐ \$100,001 - \$1,000,000

☐ Over \$1,000,000

_____/_____/21
ACQUIRED

_____/_____/21
DISPOSED

NATURE OF INTEREST

Ownership/Deed of Trust

☐ Easement

Leasehold

Yrs. remaining _____

Other _____

IF RENTAL PROPERTY, GROSS INCOME RECEIVED

\$0 - \$499

☐ \$500 - \$1,000

☐ \$1,001 - \$10,000

☐ \$10,001 - \$100,000

☐ OVER \$100,000

SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more.

☐ None

► ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS

CITY _____

FAIR MARKET VALUE

IF APPLICABLE, LIST DATE:

☐ \$2,000 - \$10,000

☐ \$10,001 - \$100,000

☐ \$100,001 - \$1,000,000

☐ Over \$1,000,000

_____/_____/21
ACQUIRED

_____/_____/21
DISPOSED

NATURE OF INTEREST

☐ Ownership/Deed of Trust

☐ Easement

☐ Leasehold

Yrs. remaining _____

Other _____

IF RENTAL PROPERTY, GROSS INCOME RECEIVED

☐ \$0 - \$499

☐ \$500 - \$1,000

☐ \$1,001 - \$10,000

☐ \$10,001 - \$100,000

☐ OVER \$100,000

SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more.

☐ None

* You are not required to report loans from a commercial lending institution made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER*

ADDRESS (Business Address Acceptable)

BUSINESS ACTIVITY, IF ANY, OF LENDER

INTEREST RATE

TERM (Months/Years)

_____%

☐ None

HIGHEST BALANCE DURING REPORTING PERIOD

\$500 - \$1,000

☐ \$1,001 - \$10,000

☐ \$10,001 - \$100,000

☐ OVER \$100,000

Guarantor, if applicable

NAME OF LENDER*

ADDRESS (Business Address Acceptable)

BUSINESS ACTIVITY, IF ANY, OF LENDER

INTEREST RATE

TERM (Months/Years)

_____%

☐ None

HIGHEST BALANCE DURING REPORTING PERIOD

☐ \$500 - \$1,000

☐ \$1,001 - \$10,000

☐ \$10,001 - \$100,000

☐ OVER \$100,000

Guarantor, if applicable

Comments: _____

Clear

Instructions – Schedule B

Interests in Real Property

Report interests in real property located in your agency's jurisdiction in which you, your spouse or registered domestic partner, or your dependent children had a direct, indirect, or beneficial interest totaling \$2,000 or more any time during the reporting period. Real property is also considered to be "within the jurisdiction" of a local government agency if the property or any part of it is located within two miles outside the boundaries of the jurisdiction or within two miles of any land owned or used by the local government agency. (See Reference Pamphlet, page 13.)

Interests in real property include:

- An ownership interest (including a beneficial ownership interest)
- A deed of trust, easement, or option to acquire property
- A leasehold interest (See Reference Pamphlet, page 14.)
- A mining lease
- An interest in real property held in a retirement account (See Reference Pamphlet, page 15.)
- An interest in real property held by a business entity or trust in which you, your spouse or registered domestic partner, and your dependent children together had a 10% or greater ownership interest (Report on Schedule A-2.)
- Your spouse's or registered domestic partner's interests in real property that are legally held separately by him or her

You are not required to report:

- A residence, such as a home or vacation cabin, used exclusively as a personal residence (However, a residence in which you rent out a room or for which you claim a business deduction may be reportable. If reportable, report the fair market value of the portion claimed as a tax deduction.)
- Some interests in real property held through a blind trust (See Reference Pamphlet, page 16.)
 - **Please note:** A non-reportable property can still be grounds for a conflict of interest and may be disqualifying.

To Complete Schedule B:

- Report the precise location (e.g., an assessor's parcel number or address) of the real property.
- Check the box indicating the fair market value of your interest in the property (regardless of what you owe on the property).
- Enter the date acquired or disposed only if you initially acquired or entirely disposed of your interest in the property during the reporting period.
- Identify the nature of your interest. If it is a leasehold,

Reminders

- Income and loans already reported on Schedule B are not also required to be reported on Schedule C.
- Real property already reported on Schedule A-2, Part 4 is not also required to be reported on Schedule B.
- Code filers – do your disclosure categories require disclosure of real property?

disclose the number of years remaining on the lease.

- If you received rental income, check the box indicating the gross amount you received.
- If you had a 10% or greater interest in real property and received rental income, list the name of the source(s) if your pro rata share of the gross income from any single tenant was \$10,000 or more during the reporting period. If you received a total of \$10,000 or more from two or more tenants acting in concert (in most cases, this will apply to married couples), disclose the name of each tenant. Otherwise, mark "None."
- Loans from a private lender that total \$500 or more and are secured by real property may be reportable. **Loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status are not reportable.**

When reporting a loan:

- Provide the name and address of the lender.
- Describe the lender's business activity.
- Disclose the interest rate and term of the loan. For variable interest rate loans, disclose the conditions of the loan (e.g., Prime + 2) or the average interest rate paid during the reporting period. The term of a loan is the total number of months or years given for repayment of the loan at the time the loan was established.
- Check the box indicating the highest balance of the loan during the reporting period.
- Identify a guarantor, if applicable.

If you have more than one reportable loan on a single piece of real property, report the additional loan(s) on Schedule C.

Example:

Allison Gande is a city planning commissioner. During the reporting period, she received rental income of \$12,000, from a single tenant who rented property she owned in the city's jurisdiction. If Allison received \$6,000 each from two tenants, the tenants' names would not be required because no single tenant paid her \$10,000 or more. A married couple is considered a single tenant.

ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS 4600 24th Street	
CITY Sacramento	
FAIR MARKET VALUE <input type="checkbox"/> \$2,000 - \$10,000 <input type="checkbox"/> \$10,001 - \$100,000 <input checked="" type="checkbox"/> \$100,001 - \$1,000,000 <input type="checkbox"/> Over \$1,000,000	IF APPLICABLE, LIST DATE: ACQUIRED XX/XX/XX DISPOSED
NATURE OF INTEREST <input type="checkbox"/> Ownership/Deed of Trust <input type="checkbox"/> Easement <input type="checkbox"/> Leasehold <input type="checkbox"/> Yrs. remaining <input type="checkbox"/> Other	
IF RENTAL PROPERTY, GROSS INCOME RECEIVED <input type="checkbox"/> \$0 - \$499 <input type="checkbox"/> \$500 - \$1,000 <input type="checkbox"/> \$1,001 - \$10,000 <input checked="" type="checkbox"/> \$10,001 - \$100,000 <input type="checkbox"/> OVER \$100,000	
SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more. <input type="checkbox"/> None Henry Wells	
NAME OF LENDER* Sophia Petroillo	
ADDRESS (Business Address Acceptable) 2121 Blue Sky Parkway, Sacramento	
BUSINESS ACTIVITY, IF ANY, OF LENDER Restaurant Owner	
INTEREST RATE 8 % <input type="checkbox"/> None	TERM (Months/Years) 15 Years
HIGHEST BALANCE DURING REPORTING PERIOD <input type="checkbox"/> \$500 - \$1,000 <input type="checkbox"/> \$1,001 - \$10,000 <input checked="" type="checkbox"/> \$10,001 - \$100,000 <input type="checkbox"/> OVER \$100,000	
<input type="checkbox"/> Guarantor, if applicable	
Comments:	

SCHEDULE C
Income, Loans, & Business
Positions
(Other than Gifts and Travel Payments)

CALIFORNIA FORM 700 FAIR POLITICAL PRACTICES COMMISSION
Name _____

▶ 1. INCOME RECEIVED		▶ 1. INCOME RECEIVED	
NAME OF SOURCE OF INCOME _____		NAME OF SOURCE OF INCOME _____	
ADDRESS (Business Address Acceptable) _____		ADDRESS (Business Address Acceptable) _____	
BUSINESS ACTIVITY, IF ANY, OF SOURCE _____		BUSINESS ACTIVITY, IF ANY, OF SOURCE _____	
YOUR BUSINESS POSITION _____		YOUR BUSINESS POSITION _____	
GROSS INCOME RECEIVED		GROSS INCOME RECEIVED	
<input type="checkbox"/> \$500 - \$1,000		<input type="checkbox"/> \$500 - \$1,000	
<input type="checkbox"/> \$10,001 - \$100,000		<input type="checkbox"/> \$10,001 - \$100,000	
No Income - Business Position Only		No Income - Business Position Only	
\$1,001 - \$10,000		\$1,001 - \$10,000	
OVER \$100,000		OVER \$100,000	
CONSIDERATION FOR WHICH INCOME WAS RECEIVED		CONSIDERATION FOR WHICH INCOME WAS RECEIVED	
<input type="checkbox"/> Salary		<input type="checkbox"/> Salary	
Spouse's or registered domestic partner's income		Spouse's or registered domestic partner's income	
(For self-employed use Schedule A-2.)		(For self-employed use Schedule A-2.)	
<input type="checkbox"/> Partnership (Less than 10% ownership. For 10% or greater use		<input type="checkbox"/> Partnership (Less than 10% ownership. For 10% or greater use	
Schedule A-2.)		Schedule A-2.)	
Sale of _____		Sale of _____	
(Real property, car, boat, etc.)		(Real property, car, boat, etc.)	
Loan repayment		Loan repayment	
<input type="checkbox"/> Commission or		<input type="checkbox"/> Commission or	
Rental Income, list each source of \$10,000 or more		Rental Income, list each source of \$10,000 or more	
_____		_____	
(Describe)		(Describe)	
Other _____		Other _____	
(Describe)		(Describe)	

▶ 2. LOANS RECEIVED OR OUTSTANDING DURING THE REPORTING PERIOD

* You are not required to report loans from a commercial lending institution, or any indebtedness created as part of a retail installment or credit card transaction, made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER*	INTEREST RATE	TERM (Months/Years)
_____	_____ %	None _____
ADDRESS (Business Address Acceptable)	_____	
_____	SECURITY FOR LOAN	
BUSINESS ACTIVITY, IF ANY, OF LENDER	None <input type="checkbox"/> Personal residence	
_____	Real Property _____	
HIGHEST BALANCE DURING REPORTING PERIOD	Street address _____	
<input type="checkbox"/> \$500 - \$1,000	City _____	
\$1,001 - \$10,000	Guarantor _____	
<input type="checkbox"/> \$10,001 - \$100,000	Other _____	
OVER \$100,000	(Describe) _____	

Comments: _____

Print

Clear

Instructions – Schedule C

Income, Loans, & Business Positions

(Income Other Than Gifts and Travel Payments)

Reporting Income:

Report the source and amount of gross income of \$500 or more you received during the reporting period. Gross income is the total amount of income before deducting expenses, losses, or taxes and includes loans other than loans from a commercial lending institution. (See Reference Pamphlet, page 11.) You must also report the source of income to your spouse or registered domestic partner if your community property share was \$500 or more during the reporting period.

The source and income must be reported only if the source is located in, doing business in, planning to do business in, or has done business during the previous two years in your agency's jurisdiction. (See Reference Pamphlet, page 13.) Reportable sources of income may be further limited by your disclosure category located in your agency's conflict of interest code.

Reporting Business Positions:

You must report your job title with each reportable business entity even if you received no income during the reporting period. Use the comments section to indicate that no income was received.

Commonly reportable income and loans include:

- Salary/wages, per diem, and reimbursement for expenses including travel payments provided by your employer
- Community property interest (50%) in your spouse's or registered domestic partner's income - **report the employer's name and all other required information**
- Income from investment interests, such as partnerships, reported on Schedule A-1
- Commission income not required to be reported on Schedule A-2 (See Reference Pamphlet, page 8.)
- Gross income from any sale, including the sale of a house or car (Report your pro rata share of the total sale price.)
- Rental income not required to be reported on Schedule B
- Prizes or awards not disclosed as gifts
- Payments received on loans you made to others
- An honorarium received prior to becoming a public official (See Reference Pamphlet, page 10.)
- Incentive compensation (See Reference Pamphlet, page 12.)

Reminders

- Code filers – your disclosure categories may not require disclosure of all sources of income.
- If you or your spouse or registered domestic partner are self-employed, report the business entity on Schedule A-2.
- Do not disclose on Schedule C income, loans, or business positions already reported on Schedules A-2 or B.

You are not required to report:

- Salary, reimbursement for expenses or per diem, or social security, disability, or other similar benefit payments received by you or your spouse or registered domestic partner from a federal, state, or local government agency.
- Stock dividends and income from the sale of stock unless the source can be identified.
- Income from a PERS retirement account.

(See Reference Pamphlet, page 12.)

To Complete Schedule C:

Part 1. Income Received/Business Position Disclosure

- Disclose the name and address of each source of income or each business entity with which you held a business position.
- Provide a general description of the business activity if the source is a business entity.
- Check the box indicating the amount of gross income received.
- Identify the consideration for which the income was received.
- For income from commission sales, check the box indicating the gross income received and list the name of each source of commission income of \$10,000 or more. (See Reference Pamphlet, page 8.) **Note: If you receive commission income on a regular basis or have an ownership interest of 10% or more, you must disclose the business entity and the income on Schedule A-2.**
- Disclose the job title or business position, if any, that you held with the business entity, even if you did not receive income during the reporting period.

Part 2. Loans Received or Outstanding During the Reporting Period

- Provide the name and address of the lender.
- Provide a general description of the business activity if the lender is a business entity.
- Check the box indicating the highest balance of the loan during the reporting period.
- Disclose the interest rate and the term of the loan.
 - For variable interest rate loans, disclose the conditions of the loan (e.g., Prime + 2) or the average interest rate paid during the reporting period.
 - The term of the loan is the total number of months or years given for repayment of the loan at the time the loan was entered into.
- Identify the security, if any, for the loan.

SCHEDULE D Income – Gifts

CALIFORNIA FORM 700

FAIR POLITICAL PRACTICES COMMISSION

Name

<div>▶ NAME OF SOURCE (Not an Acronym)</div> <div>ADDRESS (Business Address Acceptable)</div> <div>BUSINESS ACTIVITY, IF ANY, OF SOURCE</div> <table> <tr> <th>DATE (mm/dd/yy)</th> <th>VALUE</th> <th>DESCRIPTION OF GIFT(S)</th> </tr> <tr> <td>____/____/____</td> <td>\$ _____</td> <td>_____</td> </tr> <tr> <td>____/____/____</td> <td>\$ _____</td> <td>_____</td> </tr> <tr> <td>____/____/____</td> <td>\$ _____</td> <td>_____</td> </tr> </table>	DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)	____/____/____	\$ _____	_____	____/____/____	\$ _____	_____	____/____/____	\$ _____	_____	<div>▶ NAME OF SOURCE (Not an Acronym)</div> <div>ADDRESS (Business Address Acceptable)</div> <div>BUSINESS ACTIVITY, IF ANY, OF SOURCE</div> <table> <tr> <th>DATE (mm/dd/yy)</th> <th>VALUE</th> <th>DESCRIPTION OF GIFT(S)</th> </tr> <tr> <td>____/____/____</td> <td>\$ _____</td> <td>_____</td> </tr> <tr> <td>____/____/____</td> <td>\$ _____</td> <td>_____</td> </tr> <tr> <td>____/____/____</td> <td>\$ _____</td> <td>_____</td> </tr> </table>	DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)	____/____/____	\$ _____	_____	____/____/____	\$ _____	_____	____/____/____	\$ _____	_____
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Comments: _____

Clear

Instructions – Schedule D

Income – Gifts

A gift is anything of value for which you have not provided equal or greater consideration to the donor. A gift is reportable if its fair market value is \$50 or more. In addition, multiple gifts totaling \$50 or more received during the reporting period from a single source must be reported.

It is the acceptance of a gift, not the ultimate use to which it is put, that imposes your reporting obligation. Except as noted below, you must report a gift even if you never used it or if you gave it away to another person.

If the exact amount of a gift is unknown, you must make a good faith estimate of the item's fair market value. Listing the value of a gift as "over \$50" or "value unknown" is not adequate disclosure. In addition, if you received a gift through an intermediary, you must disclose the name, address, and business activity of both the donor and the intermediary. You may indicate an intermediary either in the "source" field after the name or in the "comments" section at the bottom of Schedule D.

Commonly reportable gifts include:

- Tickets/passes to sporting or entertainment events
- Tickets/passes to amusement parks
- Parking passes not used for official agency business
- Food, beverages, and accommodations, including those provided in direct connection with your attendance at a convention, conference, meeting, social event, meal, or like gathering
- Rebates/discounts not made in the regular course of business to members of the public without regard to official status
- Wedding gifts (See Reference Pamphlet, page 16)
- An honorarium received prior to assuming office (You may report an honorarium as income on Schedule C, rather than as a gift on Schedule D, if you provided services of equal or greater value than the payment received. See Reference Pamphlet, page 10.)
- Transportation and lodging (See Schedule E.)
- Forgiveness of a loan received by you

Reminders

- Gifts from a single source are subject to a \$520 limit in 2021. (See Reference Pamphlet, page 10.)
- Code filers – you only need to report gifts from reportable sources.

Gift Tracking Mobile Application

- FPPC has created a gift tracking app for mobile devices that helps filers track gifts and provides a quick and easy way to upload the information to the Form 700. Visit FPPC's website to download the app.

You are not required to disclose:

- Gifts that were not used and that, within 30 days after receipt, were returned to the donor or delivered to a charitable organization or government agency without being claimed by you as a charitable contribution for tax purposes
- Gifts from your spouse or registered domestic partner, child, parent, grandparent, grandchild, brother, sister, and certain other family members (See Regulation 18942 for a complete list.). The exception does not apply if the donor was acting as an agent or intermediary for a reportable source who was the true donor.
- Gifts of similar value exchanged between you and an individual, other than a lobbyist registered to lobby your state agency, on holidays, birthdays, or similar occasions
- Gifts of informational material provided to assist you in the performance of your official duties (e.g., books, pamphlets, reports, calendars, periodicals, or educational seminars)
- A monetary bequest or inheritance (However, inherited investments or real property may be reportable on other schedules.)
- Personalized plaques or trophies with an individual value of less than \$250
- Campaign contributions
- Up to two tickets, for your own use, to attend a fundraiser for a campaign committee or candidate, or to a fundraiser for an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. The ticket must be received from the organization or committee holding the fundraiser.
- Gifts given to members of your immediate family if the source has an established relationship with the family member and there is no evidence to suggest the donor had a purpose to influence you. (See Regulation 18943.)
- Free admission, food, and nominal items (such as a pen, pencil, mouse pad, note pad or similar item) available to all attendees, at the event at which the official makes a speech (as defined in Regulation 18950(b)(2)), so long as the admission is provided by the person who organizes the event.
- Any other payment not identified above, that would otherwise meet the definition of gift, where the payment is made by an individual who is not a lobbyist registered to lobby the official's state agency, where it is clear that the gift was made because of an existing personal or business relationship unrelated to the official's position and there is no evidence whatsoever at the time the gift is made to suggest the donor had a purpose to influence you.

To Complete Schedule D:

- Disclose the full name (not an acronym), address, and, if a business entity, the business activity of the source.
- Provide the date (month, day, and year) of receipt, and disclose the fair market value and description of the gift.

SCHEDULE E
Income – Gifts
Travel Payments, Advances,
and Reimbursements

CALIFORNIA FORM 700 FAIR POLITICAL PRACTICES COMMISSION
Name _____

- Mark either the gift or income box.
- Mark the “501(c)(3)” box for a travel payment received from a nonprofit 501(c)(3) organization or the “Speech” box if you made a speech or participated in a panel. Per Government Code Section 89506, these payments may not be subject to the gift limit. However, they may result in a disqualifying conflict of interest.
- For gifts of travel, provide the travel destination.

▶ NAME OF SOURCE <i>(Not an Acronym)</i>
ADDRESS <i>(Business Address Acceptable)</i>
CITY AND STATE
<input type="checkbox"/> 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE
DATE(S): ____/____/____ - ____/____/____ AMT: \$_____ <i>(If gift)</i>
▶ MUST CHECK ONE: Gift -or- <input type="checkbox"/> Income
Made a Speech/Participated in a Panel
<input type="checkbox"/> Other - Provide Description _____
▶ If Gift, Provide Travel Destination _____

▶ NAME OF SOURCE <i>(Not an Acronym)</i>
ADDRESS <i>(Business Address Acceptable)</i>
CITY AND STATE
<input type="checkbox"/> 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE
DATE(S): ____/____/____ - ____/____/____ AMT: \$_____ <i>(If gift)</i>
▶ MUST CHECK ONE: Gift -or- <input type="checkbox"/> Income
Made a Speech/Participated in a Panel
<input type="checkbox"/> Other - Provide Description _____
▶ If Gift, Provide Travel Destination _____

▶ NAME OF SOURCE <i>(Not an Acronym)</i>
ADDRESS <i>(Business Address Acceptable)</i>
CITY AND STATE
<input type="checkbox"/> 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE
DATE(S): ____/____/____ - ____/____/____ AMT: \$_____ <i>(If gift)</i>
▶ MUST CHECK ONE: Gift -or- <input type="checkbox"/> Income
Made a Speech/Participated in a Panel
<input type="checkbox"/> Other - Provide Description _____
▶ If Gift, Provide Travel Destination _____

▶ NAME OF SOURCE <i>(Not an Acronym)</i>
ADDRESS <i>(Business Address Acceptable)</i>
CITY AND STATE
<input type="checkbox"/> 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE
DATE(S): ____/____/____ - ____/____/____ AMT: \$_____ <i>(If gift)</i>
▶ MUST CHECK ONE: Gift -or- <input type="checkbox"/> Income
Made a Speech/Participated in a Panel
<input type="checkbox"/> Other - Provide Description _____
▶ If Gift, Provide Travel Destination _____

Comments: _____

Clear

Instructions – Schedule E

Travel Payments, Advances, and Reimbursements

Travel payments reportable on Schedule E include advances and reimbursements for travel and related expenses, including lodging and meals.

Gifts of travel may be subject to the gift limit. In addition, certain travel payments are reportable gifts, but are not subject to the gift limit. To avoid possible misinterpretation or the perception that you have received a gift in excess of the gift limit, you may wish to provide a specific description of the purpose of your travel. (See the FPPC fact sheet entitled “Limitations and Restrictions on Gifts, Honoraria, Travel, and Loans” to read about travel payments under section 89506(a).)

You are **not** required to disclose:

- Travel payments received from any state, local, or federal government agency for which you provided services equal or greater in value than the payments received, such as reimbursement for travel on agency business from your government agency employer.
- A payment for travel from another local, state, or federal government agency and related per diem expenses when the travel is for education, training or other inter-agency programs or purposes.
- Travel payments received from your employer in the normal course of your employment that are included in the income reported on Schedule C.
- A travel payment that was received from a nonprofit entity exempt from taxation under Internal Revenue Code Section 501(c)(3) for which you provided equal or greater consideration, such as reimbursement for travel on business for a 501(c)(3) organization for which you are a board member.

Note: Certain travel payments may not be reportable if reported via email on Form 801 by your agency.

To Complete Schedule E:

- Disclose the full name (not an acronym) and address of the source of the travel payment.
- Identify the business activity if the source is a business entity.
- Check the box to identify the payment as a gift or income, report the amount, and disclose the date(s).
 - **Travel payments are gifts** if you did not provide services that were equal to or greater in value than the payments received. You must disclose gifts totaling \$500 or more from a single source during the period covered by the statement.

When reporting travel payments that are gifts, you must provide a description of the gift, the **date(s)** received, and the **travel destination**.

- **Travel payments are income** if you provided services that were equal to or greater in value than the

payments received. You must disclose income totaling \$500 or more from a single source during the period covered by the statement. You have the burden of proving the payments are income rather than gifts. When reporting travel payments as income, you must describe the services you provided in exchange for the payment. You are not required to disclose the date(s) for travel payments that are income.

Example:

City council member MaryClaire Chandler is the chair of a 501(c)(6) trade association, and the association pays for her travel to attend its meetings. Because MaryClaire is deemed to be providing equal or greater consideration for the travel payment by virtue of serving on the board, this payment may be reported as income. Payments for MaryClaire to attend other events for which she is not providing services are likely considered gifts. Note that the same payment from a 501(c)(3) would NOT be reportable.

▶ NAME OF SOURCE (Not an Acronym)	
Health Services Trade Association	
ADDRESS (Business Address Acceptable)	
1230 K Street, Suite 610	
CITY AND STATE	
Sacramento, CA	
<input type="checkbox"/> 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE	
Association of Healthcare Workers	
DATE(S):	AMT: \$ 550.00
(If gift)	
▶ MUST CHECK ONE: <input type="checkbox"/> Gift -or- <input checked="" type="checkbox"/> Income	
<input type="radio"/> Made a Speech/Participated in a Panel	
<input checked="" type="radio"/> Other - Provide Description Travel reimbursement for board meeting.	
▶ If Gift, Provide Travel Destination	

Example:

Mayor Kim travels to China on a trip organized by China Silicon Valley Business Development, a California nonprofit, 501(c)(6) organization. The Chengdu Municipal People's Government pays for Mayor Kim's airfare and travel costs, as well as his meals and lodging during the trip. The trip's agenda shows that the trip's purpose is to promote job creation and economic activity in China and in Silicon Valley, so the trip is reasonably related to a governmental purpose. Thus, Mayor Kim must report the gift of travel,

▶ NAME OF SOURCE (Not an Acronym)	
Chengdu Municipal People's Government	
ADDRESS (Business Address Acceptable)	
2 Caoshi St. CaoShiJie, Qingyang Qu, Chengdu Shi,	
CITY AND STATE	
Sichuan Sheng, China, 610000	
<input type="checkbox"/> 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE	
DATE(S):	AMT: \$ 3,874.38
(If gift)	
▶ MUST CHECK ONE: <input checked="" type="checkbox"/> Gift -or- <input type="checkbox"/> Income	
<input type="radio"/> Made a Speech/Participated in a Panel	
<input checked="" type="radio"/> Other - Provide Description Travel reimbursement for trip to China.	
▶ If Gift, Provide Travel Destination	
Sichuan Sheng, China	

but the gift is exempt from the gift limit. In this case, the travel payments are not subject to the gift limit because the source is a foreign government and because the travel is reasonably related to a governmental purpose. (Section 89506(a)(2).) Note that Mayor Kim could be disqualified from participating in or making decisions about The Chengdu Municipal People's Government for 12 months. Also note that if China Silicon Valley Business Development (a 501(c)(6) organization) paid for the travel costs rather than the governmental organization, the payments would be subject to the gift limits. (See the FPPC fact sheet, Limitations and Restrictions on Gifts, Honoraria, Travel and Loans, at www.fppc.ca.gov.)

Restrictions and Prohibitions

The Political Reform Act (Gov. Code Sections 81000-91014) requires most state and local government officials and employees to publicly disclose their economic interests including personal assets and income. The Act's conflict of interest provisions also disqualify a public official from taking part in a governmental decision if it is reasonably foreseeable that the decision will have a material financial effect on these economic interests as well as the official's personal finances and those of immediate family. (Gov. Code Sections 87100 and 87103.) The Fair Political Practices Commission (FPPC) is the state agency responsible for issuing the attached Statement of Economic Interests, Form 700, and for interpreting the Act's provisions.

Gift Prohibition

Gifts received by most state and local officials, employees, and candidates are subject to a limit. In 2021-2022, the gift limit increased to \$520 from a single source during a calendar year. In 2019 and 2020, the gift limit was \$500 from a single source during a calendar year.

Additionally, state officials, state candidates, and certain state employees are subject to a \$10 limit per calendar month on gifts from lobbyists and lobbying firms registered with the Secretary of State. See Reference Pamphlet, page 10.

State and local officials and employees should check with their agency to determine if other restrictions apply.

Disqualification

Public officials are, under certain circumstances, required to disqualify themselves from making, participating in, or attempting to influence governmental decisions that will affect their economic interests. This may include interests they are not required to disclose. For example, a personal residence is often not reportable, but may be grounds for disqualification. Specific disqualification requirements apply to 87200 filers (e.g., city councilmembers, members of boards of supervisors, planning commissioners, etc.). These officials must publicly identify the economic interest that creates a conflict of interest and leave the room before a discussion or vote takes place at a public meeting. For more information, consult Government Code Section 87105, Regulation 18707, and the Guide to Recognizing Conflicts of Interest page at www.fppc.ca.gov.

Honorarium Ban

Most state and local officials, employees, and candidates are prohibited from accepting an honorarium for any speech given, article published, or attendance at a conference, convention, meeting, or like gathering. (See Reference Pamphlet, page 10.)

Loan Restrictions

Certain state and local officials are subject to restrictions on loans. (See Reference Pamphlet, page 14.)

Post-Governmental Employment

There are restrictions on representing clients or employers before former agencies. The provisions apply to elected state officials, most state employees, local elected officials, county chief administrative officers, city managers, including the chief administrator of a city, and general managers or chief administrators of local special districts and JPAs. The FPPC website has fact sheets explaining the provisions.

Late Filing

The filing officer who retains originally-signed or electronically filed statements of economic interests may impose on an individual a fine for any statement that is filed late. The fine is \$10 per day up to a maximum of \$100. Late filing penalties may be reduced or waived under certain circumstances.

Persons who fail to timely file their Form 700 may be referred to the FPPC's Enforcement Division (and, in some cases, to the Attorney General or district attorney) for investigation and possible prosecution. In addition to the late filing penalties, a fine of up to \$5,000 per violation may be imposed.

For assistance concerning reporting, prohibitions, and restrictions under the Act:

- Email questions to advice@fppc.ca.gov.
- Call the FPPC toll-free at (866) 275-3772.

Form 700 is a Public Document Public Access Must Be Provided

Statements of Economic Interests are public documents. The filing officer must permit any member of the public to inspect and receive a copy of any statement.

- Statements must be available as soon as possible during the agency's regular business hours, but in any event not later than the second business day after the statement is received. Access to the Form 700 is not subject to the Public Records Act procedures.
- No conditions may be placed on persons seeking access to the forms.
- No information or identification may be required from persons seeking access.
- Reproduction fees of no more than 10 cents per page may be charged.

Questions and Answers

General

- Q. What is the reporting period for disclosing interests on an assuming office statement or a candidate statement?
- A. On an assuming office statement, disclose all reportable investments, interests in real property, and business positions held on the date you assumed office. In addition, you must disclose income (including loans, gifts and travel payments) received during the 12 months prior to the date you assumed office.

On a candidate statement, disclose all reportable investments, interests in real property, and business positions held on the date you file your declaration of candidacy. You must also disclose income (including loans, gifts and travel payments) received during the 12 months prior to the date you file your declaration of candidacy.

- Q. I hold two other board positions in addition to my position with the county. Must I file three statements of economic interests?
- A. Yes, three are required. However, you may instead complete an expanded statement listing the county and the two boards on the Cover Page or an attachment as the agencies for which you will be filing. Disclose all reportable economic interests in all three jurisdictions on the expanded statement. File the expanded statement for your primary position providing an original “wet” signature unless filed with a secure electronic signature. (See page 3 above.) File copies of the expanded statement with the other two agencies as required by Regulation 18723.1(c). Remember to complete separate statements for positions that you leave or assume during the year.
- Q. I am a department head who recently began acting as city manager. Should I file as the city manager?
- A. Yes. File an assuming office statement as city manager. Persons serving as “acting,” “interim,” or “alternate” must file as if they hold the position because they are or may be performing the duties of the position.

- Q. My spouse and I are currently separated and in the process of obtaining a divorce. Must I still report my spouse’s income, investments, and interests in real property?
- A. Yes. A public official must continue to report a spouse’s economic interests until such time as dissolution of marriage proceedings is final. However, if a separate property agreement has been reached prior to that time, your estranged spouse’s income may not have to be reported. Contact the FPPC for more information.
- Q. As a designated employee, I left one state agency to work for another state agency. Must I file a leaving office statement?
- A. Yes. You may also need to file an assuming office statement for the new agency.

Investment Disclosure

- Q. I have an investment interest in shares of stock in a company that does not have an office in my jurisdiction. Must I still disclose my investment interest in this company?
- A. Probably. The definition of “doing business in the jurisdiction” is not limited to whether the business has an office or physical location in your jurisdiction. (See Reference Pamphlet, page 13.)
- Q. My spouse and I have a living trust. The trust holds rental property in my jurisdiction, our primary residence, and investments in diversified mutual funds. I have full disclosure. How is this trust disclosed?
- A. Disclose the name of the trust, the rental property and its income on Schedule A-2. Your primary residence and investments in diversified mutual funds registered with the SEC are not reportable.
- Q. I am required to report all investments. I have an IRA that contains stocks through an account managed by a brokerage firm. Must I disclose these stocks even though they are held in an IRA and I did not decide which stocks to purchase?
- A. Yes. Disclose on Schedule A-1 or A-2 any stock worth \$2,000 or more in a business entity located in or doing business in your jurisdiction.

Questions and Answers Continued

- Q. The value of my stock changed during the reporting period. How do I report the value of the stock?
- A. You are required to report the highest value that the stock reached during the reporting period. You may use your monthly statements to determine the highest value. You may also use the entity's website to determine the highest value. You are encouraged to keep a record of where you found the reported value. Note that for an assuming office statement, you must report the value of the stock on the date you assumed office.
- Q. I am the sole owner of my business, an S-Corporation. I believe that the nature of the business is such that it cannot be said to have any "fair market value" because it has no assets. I operate the corporation under an agreement with a large insurance company. My contract does not have resale value because of its nature as a personal services contract. Must I report the fair market value for my business on Schedule A-2 of the Form 700?
- A. Yes. Even if there are no *tangible* assets, intangible assets, such as relationships with companies and clients are commonly sold to qualified professionals. The "fair market value" is often quantified for other purposes, such as marital dissolutions or estate planning. In addition, the IRS presumes that "personal services corporations" have a fair market value. A professional "book of business" and the associated goodwill that generates income are not without a determinable value. The Form 700 does not require a precise fair market value; it is only necessary to check a box indicating the broad range within which the value falls.
- Q. I own stock in IBM and must report this investment on Schedule A-1. I initially purchased this stock in the early 1990s; however, I am constantly buying and selling shares. Must I note these dates in the "Acquired" and "Disposed" fields?
- A. No. You must only report dates in the "Acquired" or "Disposed" fields when, during the reporting period, you initially purchase a reportable investment worth \$2,000 or more or when you dispose of the entire investment. You are not required to track the partial trading of an investment.
- Q. On last year's filing I reported stock in Encoe valued at \$2,000 - \$10,000. Late last year the value of this stock fell below and remains at less than \$2,000. How should this be reported on this year's statement?
- A. You are not required to report an investment if the value was less than \$2,000 during the **entire** reporting period. However, because a disposed date is not required for stocks that fall below \$2,000, you may want to report the stock and note in the "comments" section that the value fell below \$2,000. This would be for informational purposes only; it is not a requirement.
- Q. We have a Section 529 account set up to save money for our son's college education. Is this reportable?
- A. If the Section 529 account contains reportable interests (e.g., common stock valued at \$2,000 or more), those interests are reportable (not the actual Section 529 account). If the account contains solely mutual funds, then nothing is reported.

Income Disclosure

- Q. I reported a business entity on Schedule A-2. Clients of my business are located in several states. Must I report all clients from whom my pro rata share of income is \$10,000 or more on Schedule A-2, Part 3?
- A. No, only the clients located in or doing business on a regular basis in your jurisdiction must be disclosed.
- Q. I believe I am not required to disclose the names of clients from whom my pro rata share of income is \$10,000 or more on Schedule A-2 because of their right to privacy. Is there an exception for reporting clients' names?
- A. Regulation 18740 provides a procedure for requesting an exemption to allow a client's name not to be disclosed if disclosure of the name would violate a legally recognized privilege under California or Federal law. This regulation may be obtained from our website at www.fppc.ca.gov. (See Reference Pamphlet, page 14.)

Questions and Answers Continued

Q. I am sole owner of a private law practice that is not reportable based on my limited disclosure category. However, some of the sources of income to my law practice are from reportable sources. Do I have to disclose this income?

A. Yes, even though the law practice is not reportable, reportable sources of income to the law practice of \$10,000 or more must be disclosed. This information would be disclosed on Schedule C with a note in the "comments" section indicating that the business entity is not a reportable investment. The note would be for informational purposes only; it is not a requirement.

Q. I am the sole owner of my business. Where do I disclose my income - on Schedule A-2 or Schedule C?

A. Sources of income to a business in which you have an ownership interest of 10% or greater are disclosed on Schedule A-2. (See Reference Pamphlet, page 8.)

Q. My husband is a partner in a four-person firm where all of his business is based on his own billings and collections from various clients. How do I report my community property interest in this business and the income generated in this manner?

A. If your husband's investment in the firm is 10% or greater, disclose 100% of his share of the business on Schedule A-2, Part 1 and 50% of his income on Schedule A-2, Parts 2 and 3. For example, a client of your husband's must be a source of at least \$20,000 during the reporting period before the client's name is reported.

Q. How do I disclose my spouse's or registered domestic partner's salary?

A. Report the name of the employer as a source of income on Schedule C.

Q. I am a doctor. For purposes of reporting \$10,000 sources of income on Schedule A-2, Part 3, are the patients or their insurance carriers considered sources of income?

A. If your patients exercise sufficient control by selecting you instead of other doctors, then your patients, rather than their insurance carriers, are sources of income to you. (See Reference Pamphlet, page 14.)

Q. I received a loan from my grandfather to purchase my home. Is this loan reportable?

A. No. Loans received from family members are not reportable.

Q. Many years ago, I loaned my parents several thousand dollars, which they paid back this year. Do I need to report this loan repayment on my Form 700?

A. No. Payments received on a loan made to a family member are not reportable.

Real Property Disclosure

Q. During this reporting period we switched our principal place of residence into a rental. I have full disclosure and the property is located in my agency's jurisdiction, so it is now reportable. Because I have not reported this property before, do I need to show an "acquired" date?

A. No, you are not required to show an "acquired" date because you previously owned the property. However, you may want to note in the "comments" section that the property was not previously reported because it was used exclusively as your residence. This would be for informational purposes only; it is not a requirement.

Q. I am a city manager, and I own a rental property located in an adjacent city, but one mile from the city limit. Do I need to report this property interest?

A. Yes. You are required to report this property because it is located within 2 miles of the boundaries of the city you manage.

Q. Must I report a home that I own as a personal residence for my daughter?

A. You are not required to disclose a home used as a personal residence for a family member unless you receive income from it, such as rental income.

Q. I am a co-signer on a loan for a rental property owned by a friend. Since I am listed on the deed of trust, do I need to report my friend's property as an interest in real property on my Form 700?

A. No. Simply being a co-signer on a loan for property does not create a reportable interest in that real property.

Questions and Answers

Continued

Gift Disclosure

- Q. If I received a reportable gift of two tickets to a concert valued at \$100 each, but gave the tickets to a friend because I could not attend the concert, do I have any reporting obligations?
- A. Yes. Since you accepted the gift and exercised discretion and control of the use of the tickets, you must disclose the gift on Schedule D.
- Q. Julia and Jared Benson, a married couple, want to give a piece of artwork to a county supervisor. Is each spouse considered a separate source for purposes of the gift limit and disclosure?
- A. Yes, each spouse may make a gift valued at the gift limit during a calendar year. For example, during 2021 the gift limit was \$520, so the Bensons may have given the supervisor artwork valued at no more than \$1,040. The supervisor must identify Jared and Julia Benson as the sources of the gift.
- Q. I am a Form 700 filer with full disclosure. Our agency holds a holiday raffle to raise funds for a local charity. I bought \$10 worth of raffle tickets and won a gift basket valued at \$120. The gift basket was donated by Doug Brewer, a citizen in our city. At the same event, I bought raffle tickets for, and won a quilt valued at \$70. The quilt was donated by a coworker. Are these reportable gifts?
- A. Because the gift basket was donated by an outside source (not an agency employee), you have received a reportable gift valued at \$110 (the value of the basket less the consideration paid). The source of the gift is Doug Brewer and the agency is disclosed as the intermediary. Because the quilt was donated by an employee of your agency, it is not a reportable gift.
- Q. My agency is responsible for disbursing grants. An applicant (501(c)(3) organization) met with agency employees to present its application. At this meeting, the applicant provided food and beverages. Would the food and beverages be considered gifts to the employees? These employees are designated in our agency's conflict of interest code and the applicant is a reportable source of income under the code.
- A. Yes. If the value of the food and beverages consumed by any one filer, plus any other gifts received from the same source during the reporting period total \$50 or more, the food and beverages would be reported using the fair market value and would be subject to the gift limit.
- Q. I received free admission to an educational conference related to my official duties. Part of the conference fees included a round of golf. Is the value of the golf considered informational material?
- A. No. The value of personal benefits, such as golf, attendance at a concert, or sporting event, are gifts subject to reporting and limits.

School Board Meetings – Brown Act Compliant

This policy reflects the legal requirements under California’s open meeting law, otherwise referred to as “The Brown Act.” There has been considerable debate as to the applicability of the Brown Act to charter schools. Though CSDC does not believe that the Brown Act applies to charter schools, many disagree. Additionally, many charter schools may be required to follow the Brown Act because they agreed to do so in their charter or in an operating agreement/memorandum of understanding with their charter granting agency. In any event, a charter school may want to act conservatively by holding board meetings in compliance with the Brown Act.

Many charter schools are organized as nonprofit corporations. As such, they are required to follow the California Corporations Code sections governing nonprofit corporations. Some of these code sections are different than the provisions of the Brown Act. In the annotations provided below, these differences are identified.

I. Types of Meetings**A. Regular Meetings**

*The Brown Act requires that the regular meetings of the board of directors be open to the public. **Meeting defined:** A meeting (whether regular or special) is defined very broadly as any congregation of a majority of board members at the same time and place to hear, discuss or deliberate upon any item that is within the subject matter jurisdiction of the board. Deliberation in this context connotes not only collective decision making, but also the collective acquisition and exchange of facts preliminary to the ultimate decision. Thus, virtually any congregation of a majority of board members constitutes a meeting—even if the congregation is an informal or inadvertent one.*

***Serial meetings prohibited:** The Brown Act prohibits so-called serial meetings, where a board majority uses direct communication, personal intermediaries or technological devices (such as email) to develop a collective concurrence as to action to be taken on an item by the board members. Thus, discussions (whether via phone, e-mail, or in person) among a majority of board members that are used to achieve a concurrence constitute a “meeting” even if the individual members are not physically present. The legislature clarified that a member of the board may engage in separate conversations or communications on an internet-based social media platform to answer questions, provide information to the public, or to solicit information from the public regarding a matter that is within the subject matter jurisdiction of the board provided a majority of the members of the board do not use the internet-based social media platform to discuss among themselves business of a specific nature that is within the subject matter jurisdiction of the board that is made, posted, or shared by any other member of the board.*

***Advisory committees and standing committees:** Advisory and standing committees created by formal action or resolution of the board are considered to be legislative bodies subject to the*

Brown Act. However, advisory committees comprised solely of board members that are less than a quorum are not legislative bodies, unless they are standing committees. All standing committees, those that have a continuing subject matter jurisdiction or a meeting schedule fixed by resolution or other formal action, are legislative bodies subject to the Brown Act. Standing committees typically include executive committees, fiscal committees, audit committees and/or curriculum committees. There may be others. Check your school's resolutions, bylaws or other minutes to determine if you have standing committees subject to the Brown Act. Meetings of advisory committees or standing committees are considered as regular meetings of the board.

When are regular meetings held? *The organization's bylaws or a board resolution usually set the schedule for regular meetings of the board. This policy is drafted in a manner that assumes that the regular meetings are scheduled every year by board resolution and are usually set monthly or quarterly.*

Where are regular and special meetings held?

One Charter School: *For those charters that are only one school, the governing body shall meet within the physical boundaries of the county in which the charter school is located. A two-way teleconference location shall be established at each schoolsite.*

One Nonclassroom Based Charter School with no Facility or Operates 1+ Resource Centers: *For those charters that are one nonclassroom-based charter with no facility or that operate 1 or more resource centers, the governing body shall meet within the physical boundaries of the county in which the greatest number of pupils who are enrolled in that charter school reside. A two-way teleconference location shall be established at each resource center.*

Entity Managing 1+ Charter Schools Located in the Same County: *The governing body of the entity managing a charter school shall meet within the physical boundaries of the county in which that charter school or charter schools are located. A two-way teleconference location shall be established at each schoolsite and resource center.*

Entity Managing 2+ Charter Schools Not Located in the Same County: *The governing body of an entity that manages two or more charter schools not located in the same county shall meet within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by that entity reside. A two-way teleconference location shall be established at each schoolsite and each resource center. The governing board shall audio record, video record or both, all the governing board meetings and post the recordings on each charter school's internet website.*

Discrimination: *Another consideration when determining where to have an open board meeting is the requirement that the location meet the protections and prohibitions contained in the Americans with Disabilities Act, and the implementing rules and regulations. Additionally, the meeting may not be conducted in a facility that prohibits the admittance of any person on the basis of race, religious creed, color, national origin, ancestry or sex, or where members of the public are required to make a payment or purchase in order to attend.*

The Corporations Code provides that board meetings may be held any place that has been designated in the notice or in the bylaws or board resolutions. Thus, if the school follows the Brown Act, it will be in compliance with the Corporations Code.

Teleconference options: *Teleconferencing is an option available for board members if certain rules are followed. For example, the board is required to post agendas at all teleconference locations, each teleconference location shall be identified in the notice and agenda and each*

location shall be accessible to the public (which must be open to those with disabilities and be non-discriminatory in operation). During the teleconference, at least a quorum of the members shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction. The agenda shall provide an opportunity for members of the public to address the board directly at each teleconference location. All votes taken during a teleconferenced meeting shall be by rollcall.

The Corporations Code provides guidelines for teleconferencing options, but they are less restrictive than the Brown Act guidelines. Thus, if the school follows the Brown Act, it will be in compliance with the Corporations Code as well.

Regular meetings of the Board of Directors of **Shanél Valley Academy (“Board”)** shall be held consistent with the calendar for such meetings as established by the Board each year.

If at any time any regular meeting falls on a holiday, (Federal, State or local), such regular meeting shall be held on the next business day.

When required by law, meetings of advisory committees or standing committees, for which an agenda is posted at least 72 hours in advance of the meeting in accordance with law, shall be considered regular Board meetings.

B. Special Meetings

Special meetings are those meetings other than regular meetings and may be called at any time by the presiding officer of the board or by a majority of the board members. Certain notice provisions attach to special meetings, which are addressed below at II. See discussion in I.A. regarding location requirements, access limitations and teleconference options.

Special meetings may be called on an as-needed basis by the Board President or a majority of the members of the board, consistent with legal requirements.

C. Emergency Meetings

Emergency meetings are permissible only when an emergency situation arises involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities. An emergency situation is defined as a work stoppage, crippling activity or other activity that severely impairs public health and/or safety as determined by a majority of the board. It is also defined as a crippling disaster, mass destruction, terrorist act, or threatened terrorist activity that poses peril so immediate and significant that requiring a board to provide one-hour notice before holding an emergency meeting may endanger public health and/or safety as determined by a majority of the board.

Emergency meetings may be called by a Board majority when an emergency situation arises involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities in accordance with law.

II. Notification of Meetings

Meetings subject to the Brown Act must be publicly noticed, posted on the school's website and notice must also be provided to board members, the length of which depends upon the type of meeting held.

Length of notice: *Regular meetings require 72 hours notice; special meetings require 24 hours notice; emergency meetings require 1 hour notice and sometimes less.*

The Corporations Code provides that regular meetings may be held without notice if the time and place of the meetings are fixed in the bylaws or by the board.

Content of notice: *"Notice" is a bit misleading for purposes of board meetings because in practice, the "notice" identifying the time and location of the meetings will simply be identified at the top of the agenda prepared for the meeting. Thus, "notice" simply means providing a copy of the agenda (containing the proper identifying information) to the public (via display and posted on the school's website), delivering it to the media and to the board members. Specifically, regular meetings require that the agenda be posted containing, among other things, the time and location of the regular meeting. (A further discussion of the content required for agendas may be found below.) Special meetings require that the notice specify the time and place of the special meeting and the business to be transacted or discussed. Emergency meetings require notice of the fact of the holding of the emergency meeting, the purpose of the meeting and any action taken at the meeting as soon after the meeting as possible. (See further discussion below regarding notice to media for emergency meetings.)*

Notice to board members: *The Brown Act does not prescribe how and when board members receive a copy of the notice of regular meetings, presumably because regular meetings are scheduled by resolution or other formal action of the board. It is, however, recommended that the same notice be provided to the board members as the regular public (i.e., at least 72 hours). For special meetings, the meeting may be called by delivering written notice to each board member in writing. The notice shall be delivered personally or by any other means and shall be received at least 24 hours before the special meeting. Board members may file with the board secretary a written waiver of notice, which may be given by telegram or at the time of the meeting. For emergency meetings, there is no specified time frame for members to receive notice.*

The Corporations Code provides that for special meetings, notice be provided four days in advance if given by first-class mail or 48 hours if delivered personally, by telephone or electronic transmission. This provision may not be waived by bylaws or articles of incorporation. A Board member may, however, waive the notice requirements. Thus, it is recommended that a nonprofit charter school operating under the Brown Act and the Corporations Code do one of the following: 1) Provide the Board members with notice in compliance with the Corporations Code (such as merely alerting them that there is a special meeting) and public notice in compliance with the Brown Act; or 2) Ask the Board members to waive their notice rights under the Corporations Code and follow the notice requirements of the Brown Act only. The latter makes more sense if the meeting is scheduled without four day's notice.

Notice to media and other members of the public: *Regular and special meetings must be posted (i.e., post the agenda) in a location that is freely accessible to members of the public 24-hours a*

day and on the school's website if it has one. The Brown Act requires that for meetings held on or after January 1, 2019, the online posting of the agenda shall be posted on the primary website homepage of the School that is accessible through a prominent direct link to the current agenda. The direct link shall not be solely found in a contextual menu. If the school has an integrated agenda management platform, certain other provisions apply, including an exemption from the requirements that the agenda is placed on the homepage.

Additionally, notice of special meetings must be delivered to media outlets that have requested notice in writing. The notice shall be delivered personally or by any other means and shall be received at least 24 hours before the time of the meeting. For emergency meetings, media outlets that have requested notice of special meetings shall be notified one hour prior to the emergency meeting, or in the case of a dire emergency, at or near the time that the board members are notified of the emergency meeting. The notice shall be given by telephone and all telephone numbers provided by the media outlet in the request for notice shall be exhausted. If telephones are not working, the notice requirement is waived; however, the media shall be notified of the fact of the holding of the emergency meeting, the purpose of the meeting and any action taken at the meeting as soon after the meeting as possible.

Sending the agenda to members of the public: Persons may request that the agenda and supporting documents be mailed to that person at the time the agenda is posted or upon distribution to all, or a majority of, board members. The request for agendas is only valid for the calendar year in which it is filed and must be renewed following January 1 of each year. The board may establish a fee for mailing the packet, which fee shall not exceed the cost of providing the service.

Additionally, agendas and any other writings, when distributed to all, or a majority of all, of the board members by any person in connection with a matter subject to discussion or consideration at a public meeting of the body, are disclosable public records under the California Public Records Act and shall be made available without delay when requested under the Public Records Act. This, however, does not include any writing exempt from disclosure under Government Code sections 6253.5, 5254, 5254.7 or 6254.22.

A. Regular Meetings

Notice of the time and place of regular meetings, along with the agenda and supporting documentation, will be provided to all Board members and those persons or entities who have previously requested notice of such meetings, not later than 72 hours prior to a regular meeting. The notice and agenda will also be posted in a location that is freely accessible to members of the public not later than 72 hours prior to a regular meeting.

The notice and agenda will be posted on the School's website on the School's Website homepage through a prominent, direct link. The direct link shall not be in a contextual menu. The agenda shall be posted in an open format that meets all of the following requirements: 1) retrievable, downloadable, indexable, and electronically searchable by commonly used internet search applications; 2) platform independent and machine readable; 3) available to the public free of charge and without any restriction that would impede the reuse or redistribution of the agenda.

It is the Board Secretary's responsibility to provide notice and copies of the agenda and supporting documentation for regular meetings.

B. Special Meetings

Notice of the time and place of special meetings, along with the agenda and supporting documentation, will be provided to all Board members and those persons who have previously requested notice of such meetings, not later than 24 hours prior to a regular meeting. Board members and media outlets (local newspapers, radios and/or television stations), that have requested notice in writing, will be provided written notice delivered personally or by any other means to ensure receipt at least 24 hours before the time of the special meeting. The agenda packet will be mailed to all other persons requesting a copy of the agenda, and supporting documents under Government Code section 54954.1 at the time the materials are distributed to all members of the Board if possible or, if not a majority of the Board.

The notice and agenda will be posted on the School's website in line with the posting requirements described for Regular meetings and in a location that is freely accessible to members of the public not later than 24 hours prior to a special meeting.

It is the Board Secretary's responsibility to provide notice and copies of the agenda and supporting documentation for special meetings.

C. Emergency Meetings

In the case of an emergency situation involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities, notice to the Board will be provided as soon as is reasonably practicable under the circumstances. All media outlets that have requested notice of special meetings shall be notified one hour prior to the emergency meeting, or in the case of a dire emergency, at or near the time that the Board members are notified of the emergency meeting. The notice shall be given by telephone and all telephone numbers provided by the media outlet in the request for notice shall be exhausted. If telephones are not working, the notice requirement is waived and the media shall be notified of the fact of the holding of the emergency meeting, the purpose of the meeting and any action taken at the meeting as soon after the meeting as possible.

III. Agendas

A. Preparation of Agenda and Process

There is no requirement that the agenda be prepared by any one particular person or group of persons within the board or school. It is important to designate someone to prepare the agenda so that there is someone responsible for it, and to set up a process to avoid disputes over what is placed on the agenda. Some boards designate a few board members to determine the content of the agenda. If you take this course, be careful not to designate the members by any formal

action so as to avoid application of the Brown Act to the meeting to set the agenda. The process employed to create the agenda is also largely up to the board.

The Board Secretary shall be responsible for preparing the agendas for all meetings of the Board.

The Board Secretary shall include on the agenda items that relate to school business as are requested for inclusion by Board members, and determined by the Board President to be appropriate for discussion at that meeting. In addition, a citizen may request that a topic directly related to school business be placed on the agenda. The Board President and/or Board **Secretary** shall determine, in his/her discretion, whether the citizen request is or is not an item directly related to school business. No citizen-requested item shall be placed on the agenda if it is repetitive of a previous item placed on an agenda and considered by the Board.

Requests for items to be included on the agenda by Board members, school employees or citizens shall be in writing and submitted to the Board Secretary or Principal no later than seven (7) working days prior to the next regularly scheduled Board meeting.

At a Board meeting, Board members or the Principal may request that a topic be placed on the agenda, which topic had been recently considered and acted upon by the Board, provided there is new and relevant information on the topic. Discussion at the meeting is limited to determination of whether to reconsider the agenda topic at the next Board meeting.

B. Contents of the Agenda

The Brown Act requires that the agenda provide a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. The description generally need not exceed 20 words. The agenda also must include the time and location of the regular meeting.

Agendas for special meetings must include the time and place of the special meeting and the business to be transacted or discussed.

The agenda must also be made available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. The agenda shall include information regarding how, to whom and when a request for disability related modification or accommodation, including auxiliary aids or services may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting.

When preparing the agenda for closed session items, special attention should be given to the confidentiality of the agenda items. Government Code section 54954.5 provides sample language for closed session items and if followed with substantial compliance, provides a safe harbor for the board.

In preparing the agenda, the Director shall include the following:

- Time and location of the meeting, including, if applicable, any teleconferencing location(s);

- A brief general description of all items of business to be transacted or discussed at the meeting, including those items to be discussed in closed session; Closed session items must be described in accordance with Government Code section 54954.5;
- An opportunity for members of the public to directly address the Board in accordance with the Board's public comment policy (addressed below);
- If teleconference locations are being utilized, an opportunity for members of the public to address the Board directly at each teleconference location; and
- Information regarding how, to whom and when a request for disability related modification or accommodation, including auxiliary aids or services, may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting..

IV. Supporting Information Relating to Agenda Items

The Board Secretary is responsible for preparing all supporting information that may accompany each agenda topic originating from the administration or the Board.

The purpose of preparing supporting information is to facilitate decision-making on the part of the Board members by having available to them in advance of Board meetings comprehensive data pertaining to each agenda topic. The supporting information shall accompany the agenda and be delivered to the Board members concurrently with the agenda.

If supporting materials are distributed to Board members during a public meeting, such materials will be made available for public inspection at the meeting if prepared by the Director. If such materials are prepared by some other person, they shall be made available after the meeting at which they were distributed. The Board may charge a fee or deposit for a copy of such materials.

These materials will be made available in appropriate alternative formats upon request by a person with a disability, as required by the Americans with Disabilities Act. No surcharge will be imposed on persons with disabilities in violation of the Americans with Disabilities Act.

Citizens who request to have a topic placed on the agenda are encouraged to submit, in writing, supporting information detailing their reason for having the topic placed on the agenda and what is being requested of the Board. This is intended to provide background information for Board members to help expedite the Board's handling of the topic at the Board meeting.

V. Board Meetings

A. Open Session

All regular, special and emergency meetings of the Board shall be open to the public and the media, except Closed Sessions as authorized by law.

B. Public Participation at Meetings

The Brown Act provides the public the right to testify at meetings. At a regular meeting, the public may comment on any item of interest to the public, before or during the legislative body's consideration of the item, that is within the subject matter jurisdiction of the board. In a regular meeting, the board need not provide an opportunity for the public to address the board on any item that has already been considered by a committee, composed exclusively of members of the board, at a public meeting wherein the public was given an opportunity to address the committee on the item, before or during the committee's consideration, unless the item has been substantially changed since the committee heard the item.

Additionally, if the board requires multiple days to reach all of the items on the agenda of a regular meeting, the California Court of Appeal has found that only one general comment period is required, in addition to public comment on each agenda item. The following policy is drafted with the assumption that the board meeting will last only one day; thus, the general comment period and the public comment on each agenda item are combined into one comment period. It is recommended that if your board meeting will last multiple days, the public comment period on each agenda item be provided on the day in which the item will be discussed or decided.

At special meetings, the public is only given the right to address the board concerning items described in the meeting notice, and the opportunity must be given before or during consideration of that item.

Length of time of public comment: *Government Code section 54954.3(b) vests the board with wide discretion concerning the adoption of regulations limiting the time at its meetings for public testimony on each issue and for each speaker. A limitation of five minutes or less for each speaker may be valid, depending upon the particular circumstances. What is a "reasonable" period of time for public discussion will necessarily vary with the facts and circumstances in each case. The time allocated for the meeting, the number of agenda items, the complexity of each item, and the number of persons wishing to address the legislative body on each item of general public interest would require consideration. If the board adopts the time limitation as a formally adopted policy, as is the case in this policy, the limitation should provide for a waiver by the board where necessary or appropriate pursuant to the usual rules governing deliberative bodies. This flexibility can be especially helpful when large numbers of persons wish to address the board because the board may want to more sharply limit the time that each person may speak and set a cap on the total time that those favoring and opposing an action may address the board.*

The law provides that if the School limits the time for public comment, it is required to provide at least twice the allotted time to a member of the public who utilizes a translator to ensure that non-English speakers receive the same opportunity to directly address the board, unless

simultaneous translation equipment is used to allow the board to hear the translated public testimony simultaneously.

Public comment generally: At a regular meeting, any person may address the Board concerning any item on the agenda and any other matters under the Board's jurisdiction. At a special meeting, any person may address the Board only concerning the items on the agenda. The total time devoted to presentations to the Board on all public comment (including agenda items and non-agenda items at regular meetings) shall not exceed one-half hour, unless additional time is granted by the Board. At the discretion of the Board President, individuals may be granted 5 minutes to make a presentation to the Board. Normally, individuals will be granted 3 minutes each for public comment. Individuals who utilize a translator will be given twice the allotted time to a member of the public to ensure that non-English speakers receive the same opportunity to directly address the Board. If the Board makes available simultaneous translation equipment in a manner that allows the Board to hear the translated public testimony simultaneously, this additional time allotment does not apply.

Limits on public comment: The Board President may curtail individual presentations if repetitive of points raised by others, particularly if it appears the total allotted time may be exceeded. Any person who addresses the Board shall not make personal impertinent, slanderous or profane remarks to any Board member, staff or general public. Any person who makes such remarks, or who utters loud, threatening, personal or abusive language, or engages in any other disorderly conduct that disrupts, disturbs or otherwise impedes the orderly conduct of any Board meeting shall, at the discretion of the **Board President** or a Board majority, be barred from the audience before the Board during that meeting.

In the event that any meeting is willfully interrupted by a group(s) of persons so as to render the orderly conduct of such meeting unfeasible and order cannot be restored by the removal of individuals who are willfully interrupting the meeting, the Board may order the meeting room cleared and continue the session. Only matters appearing on the agenda may be considered in such a session. Representatives of the press or other media, if not participating in the disturbance, shall be allowed to attend any such session.

Citizens desiring Board action on an item are required to seek placement of the issue on the Board agenda in accordance with policy rather than presenting the matter during general public comment. This will facilitate discussion and expedite resolution.

Time for public comment: All public comment concerning all matters shall be heard immediately after the meeting is called to order and prior to the formal discussion of the agenda topics by the Board and consideration of action

Recording and/or broadcasting of meeting: Persons attending an open meeting have the right to record or broadcast the proceedings with an audio or video tape recorder or a still or motion picture camera unless the Board reasonably finds that the recording or broadcast cannot continue

without noise, illumination or obstruction of view that constitutes, or would constitute, a persistent disruption of the proceedings.

Requests to address the Board: Prior to the beginning of the meeting, citizens seeking to address the Board on an item on the agenda or during time allocated for public comment shall complete the card, “Request to Address the Board” (located in the Board Meeting Room), and give it to the **Board President** or Board Secretary, or their designee.

C. Board Members at Meetings

This section is drafted in compliance with the requirements of the Brown Act.

Board discussion: For regular and special meetings, no action or discussion shall be taken on any item not appearing on the posted agenda. At a regular meeting, however, Board members or staff may briefly respond to statements made or questions posed by persons during public comment. At regular meetings, a Board member may, on his/her own initiative or in response to a question posed by the public, ask a question for clarification, make a brief announcement or make a brief report on his/her own activities. Additionally, a Board member may provide a reference to staff or other resources for factual information, request staff to report back to the Board at a subsequent meeting concerning any matter, or take action to direct staff to place a matter of business on a future agenda.

Certain discussions prevented in special meetings and required announcements in regular meetings: The Board may not discuss in any special meetings the salaries, salary schedules or compensation paid in the form of fringe benefits of the Executive Director (or other identified head of the School). This limitation, however, does not apply to the Board calling a special meeting to discuss the School’s budget. Prior to taking final action, the Board shall orally report a summary of a recommendation for a final action on the salaries, salary schedules or compensation paid in the form of fringe benefits of the School’s Executive Director during the open regular meeting in which the final action is to be taken.

Exceptions in regular meetings: In regular meetings, the Board may take action on items of business not appearing on the posted agenda if any of the following conditions apply: 1) A majority of the Board determines that an emergency situation exists (as defined by Govt. Code section 54956.5); 2) A determination by a two-thirds vote of the Board members present at the meeting, or if less than two-thirds are present, a unanimous vote of those Board members present, that there is a need to take immediate action and that the need for action came to the attention of the Board after the agenda was posted; or 3) The item was properly posted for a prior meeting occurring not more than five calendar days prior to the date action is taken on the item, and at the prior meeting, the item was continued to the meeting at which action is being taken. If items are discussed under these conditions, the **Board President** shall publicly identify the item(s).

Board Member Participation in Social Media: In order to avoid a serial meeting, a member of the board may engage in separate conversations or communications on an internet-based social

media platform to answer questions, provide information to the public, or to solicit information from the public regarding a matter that is within the subject matter jurisdiction of the board provided a majority of the members of the board do not use the internet-based social media platform to discuss among themselves business of a specific nature that is within the subject matter jurisdiction of the board that is made, posted, or shared by any other member of the board.

Closed session: Prior to holding any closed session, the Board shall disclose, in an open meeting, the item(s) to be discussed in the closed session. The disclosure may take the form of a reference to the item(s) as they are listed by number or letter on the agenda. In the closed session, the Board may consider only those matters covered in its statement.

After any closed session, the Board shall reconvene into open session prior to adjournment and make a report of any action taken in closed session and the vote or abstention of every Board member present thereon in accordance with Government Code section 54957.1.

D. Minutes of Board Meetings

The content of meeting minutes for open session is not prescribed by the Brown Act, with the exception of minutes for emergency meetings; however, the Brown Act does have requirements for the minutes of closed session meetings. The Brown Act requires that the board record each board member's vote or abstention for open and closed session items. The Corporations Code requires only that the nonprofit corporation maintain minutes of proceedings of its boards and committees. It does not provide any detail on the content.

Open session meetings: The minutes of open session meetings of the Board shall record all motions, show the names of Board members making and seconding motions and state the vote upon the motion, including the vote or abstention of every Board member present. In the event that Board members are participating via teleconferencing, all votes during the meeting shall be by roll call and will be reflected in the minutes. The open session minutes shall also record all resolutions, the recommendations of the administration and the substance of the Board's discussion or the substance of statements pertinent to Board's business made by members of the staff or public. The minutes shall follow the generally accepted pattern in form.

The original copy of the open session minutes shall be signed by the Secretary of the Board and approved by the Clerk. Original minutes shall be bound in chronological order, volumed by fiscal year and paged consecutively.

Closed session meetings The Board designates the Principal to attend each closed session of the Board and keep and enter in a minute book a record of topics discussed and decisions made at the meeting. The minute book for closed session is not a public record subject to inspection and shall be kept confidential. The minute book shall be available only to Board members, or when otherwise required by law. The minute book may, but need not, consist of a recording of the closed session.

Minutes for Emergency Meetings: Any time an emergency meeting is held, the minutes must provide a list of persons who were notified or attempted to be notified, a copy of the roll call vote, and any actions taken at the meeting. The minutes will be posted for a minimum of 10 days in a public place as soon after the meeting as possible.

Storing the minutes: The official minutes of the Board (for open and closed sessions) shall be kept in fireproof storage. The following documents shall be bound with the official minutes and referred to in the text of the minutes to which they apply:

- Original copies of all resolutions unless required by other agencies, in which case photocopies of the originals may be substituted;
- Original copy of all budget transfers;
- Copies of any document determined by the Board to be attached to the official minutes; and
- Other documents which, in the opinion of the Secretary, are necessary to fully substantiate or record Board action.

In addition to the official minutes, an additional copy of all minutes and attached documents shall be maintained in the office of the Secretary of the Board. This set of minutes shall be bound, indexed by those categories detailed above and by subject.

VI. Quorum Requirements

A majority of the voting members of the Board shall constitute a quorum of the Board, which is necessary for the Board to transact business. All motions, in order to pass, need positive action by at least a majority of the full Board. No act of the Board is valid or binding unless a majority of all members concur therein.

Should there be less than a majority of the Board present at any meeting, the meeting shall be adjourned.

VII. Continuances and Adjournment

A. Continuances

The following discussion on continuances is in compliance with the Brown Act and common law.

Items appearing on agendas for regular meeting may be continued to another meeting, to be held within 5 calendar days from the date of the originally posted meeting, without triggering the requirement that the agenda item be re-posted with the requisite notice.

If the Board is holding, has noticed or ordered a hearing, at any meeting, the Board may, by order or notice, continue or recontinue to any subsequent meeting of the Board in the same manner and to the same extent that a meeting may be adjourned (see below). If the hearing is

continued to a time less than 24 hours after the time specified in the order or notice of hearing, a copy of the order or notice of continuance of hearing shall be conspicuously posted on or near the door immediately following the meeting at which the continuation was adopted or made.

B. Adjournment

The following discussion on adjournment is in compliance with the Brown Act. The Corporations Code provides that a majority of directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. If the meeting is adjourned for more than 24 hours, notice of the adjournment to another time or place shall be given prior to the time of the adjourned meeting to the Board members who were not present at the time of the adjournment.

The Board may adjourn any regular or special meeting to a time and place specified in an order of adjournment. Less than a quorum may so adjourn from time to time. If all members are absent from any regular meeting, the Board Secretary may declare the meeting adjourned to a stated time and place and he/she shall cause a written notice of adjournment to be given in the same manner as provided for special meetings, unless such notice is waived for special meetings. A copy of the notice of adjournment shall be conspicuously posted on or near the door of the place where the regular or special meeting was held within 24 hours after the time of adjournment. When a regular meeting is adjourned, the resulting adjourned regular meeting is a regular meeting for all purposes. When an order of adjournment fails to state the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings.

Adopted:

Amended:

Resolution of the Shanel Valley Academy Board of Directors 9/30/2021 Brown Act Resolution to Permit Video Conference/telecommute for County Board of Education Meetings

WHEREAS, on March 4, 2020, Governor Gavin Newsom declared a state of emergency related to COVID-19, pursuant to Government Code Section 8625, and such declaration remains in place. See; and

WHEREAS, the Centers for Disease Control (CDC) recommends physical distancing of at least six (6) feet whenever possible, avoiding crowds, and avoiding spaces that do not offer fresh air from the outdoors, particularly for people who are not fully vaccinated or who are at higher risk of getting very sick from COVID19. See <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>; and

WHEREAS, the CDC recommends that people who live with unvaccinated people avoid activities that make physical distance hard. See <https://www.cdc.gov/coronavirus/2019-ncov/your-health/about-covid-19/caring-for-children/families.html>; and

WHEREAS, the CDC recommends that older adults limit in-person interactions as much as possible, particularly when indoors. See <https://www.cdc.gov/aging/covid19/covid19-older-adults.html>; and

WHEREAS, on July 15, 2020, Mendocino County's Public Health Officer issued an order stating that "COVID19 continues to be a public health concern, particularly in light of the recent surge of cases among the unvaccinated. This Order is needed to continue to mitigate COVID-19 transmission in our community, as there remains a risk that people may come into contact with others who have COVID-19, particularly people who are not yet fully vaccinated, including children under 12 years old. See

<https://www.mendocinocounty.org/home/showpublisheddocument/43670/637593726649800000>

This order further urged the public to "follow the recommendations of the CDC at: <https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html>," which incorporate some of the above-referenced CDC recommendations; and

WHEREAS, persons without symptoms may be able to spread the COVID-19 virus. See <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>; and

WHEREAS, fully vaccinated persons who become infected with the COVID-19 Delta variant can spread the virus to others. See <https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html>; and

WHEREAS, on June 17, 2021, Cal/OSHA issued revised regulations related to emergency temporary standards for COVID-19 Prevention, which require training of employees that, among

other items, include, “The conditions under which face coverings must be worn at the workplace and that face coverings are additionally recommended outdoors for people who are not fully vaccinated if six feet of distance between people cannot be maintained,” and “[t]he fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing, face coverings, increased ventilation indoors, and respiratory protection decrease the spread of COVID-19, but are most effective when used in combination,” see Cal. Code of Regs., tit. 8, sections 3205(c)(5)(D) and (E); and

WHEREAS, the SVA Board of Directors’ meeting facilities are indoor facilities that are not designed to ensure circulation of fresh/outdoor air, and were not designed to ensure that attendees can remain six (6) feet apart; now therefore be it; and

WHEREAS, holding in-person meetings would encourage community members to come to the SVA’s Board meeting facilities to participate in meetings, and some of them would be at high risk of getting very sick from COVID-19 and/or live with someone who is at high risk; and

WHEREAS, in-person meetings would tempt community members who are experiencing COVID-19 symptoms to leave their homes in order to physically come to SVA facilities to participate in school governance; and

WHEREAS, attendees may use ride-share services and/or public transit to travel to in-person meetings, thereby putting them in close and prolonged contact with additional people outside of their households; and

WHEREAS, effective October 1, 2021, the Government Code provides that after September 30, 2021, a local agency may use teleconferencing [audio, video or both] in any of the following circumstances: (A) The legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing. (B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees. (C) The legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, pursuant to subparagraph (B) that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees. See Cal Gov. Code § 54953(e)(1).

NOW, THEREFORE, BE IT RESOLVED: that the Shanèl Valley Academy Board of Directors finds and determines that the foregoing recitals are true and correct and hereby adopts and incorporates them into this Resolution; and

BE IT FURTHER RESOLVED: that, based on these determinations and consistent with federal, state and local health guidance, the Shanèl Valley Academy Board of Directors determines that conducting in-person meetings would pose imminent risks to the health of attendees; and

BE IT FURTHER RESOLVED: that the Shanèl Valley Academy Board of Directors firmly believes that the community's health and safety and the community's right to participate in local government are both critically important, and is committed to balancing the two by continuing to use teleconferencing to conduct public meetings, in accordance with California Government Code Section 54953(e); and

FURTHER RESOLVED: that the Shanèl Valley Academy Board of Directors will renew these (or similar) findings at least every thirty (30) days in accordance with California Government Code section 54953(e) until the state of emergency related to COVID-19 has been lifted, or the Shanèl Valley Academy Board of Directors finds that in person meetings no longer pose imminent risks to the health of attendees, whichever is occurs first.

Signature: _____ Date: _____
Amy Frost: Shanèl Valley Academy Executive Director

Signature: _____ Date: _____
Melea Meyer: Shanèl Valley Academy Secretary

Approved:

Amended: