This version of SSC’s Financial Projection Dartboard is based on the 2019-20 Governor’s State Budget proposal. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and ten-year T-bill planning factors per the latest economic forecasts. We have also updated the Local Control Funding Formula (LCFF) factors. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

<table>
<thead>
<tr>
<th>LCFF ENTITLEMENT FACTORS</th>
<th>K-3</th>
<th>4-6</th>
<th>7-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19 Base Grants</td>
<td>$7,459</td>
<td>$7,571</td>
<td>$7,796</td>
<td>$9,034</td>
</tr>
<tr>
<td>COLA at 3.46%</td>
<td>$258</td>
<td>$262</td>
<td>$270</td>
<td>$313</td>
</tr>
<tr>
<td>2019-20 Base Grants</td>
<td>$7,717</td>
<td>$7,833</td>
<td>$8,066</td>
<td>$9,347</td>
</tr>
<tr>
<td>Grade Span Adjustment Factors</td>
<td>10.4%</td>
<td>-</td>
<td>-</td>
<td>2.6%</td>
</tr>
<tr>
<td>Grade Span Adjustment Amounts</td>
<td>$803</td>
<td>-</td>
<td>-</td>
<td>$243</td>
</tr>
<tr>
<td>2019-20 Adjusted Base Grants</td>
<td>$8,520</td>
<td>$7,833</td>
<td>$8,066</td>
<td>$9,590</td>
</tr>
</tbody>
</table>

| Supplemental Grants (% Adj. Base) | 20% | 20% | 20% | 20% |
| Concentration Grants | 50% | 50% | 50% | 50% |
| Concentration Grant Threshold | 55% | 55% | 55% | 55% |

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Finance Gap Funding Percentage</td>
<td>100.00%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>COLA(^1,2)</td>
<td>3.70%</td>
<td>3.46%</td>
<td>2.86%</td>
<td>2.92%</td>
<td>2.90%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Statutory COLA(^3)</td>
<td>2.71%</td>
<td>3.46%</td>
<td>3.86%</td>
<td>2.92%</td>
<td>2.90%</td>
<td></td>
</tr>
<tr>
<td>California CPI</td>
<td>3.58%</td>
<td>3.18%</td>
<td>3.05%</td>
<td>2.92%</td>
<td>3.15%</td>
<td></td>
</tr>
<tr>
<td>California Lottery</td>
<td>Unrestricted per ADA $151</td>
<td>$151</td>
<td>$151</td>
<td>$151</td>
<td>$151</td>
<td></td>
</tr>
<tr>
<td>Mandate Block Grant (District)</td>
<td>Restricted per ADA $53</td>
<td>$53</td>
<td>$53</td>
<td>$53</td>
<td>$53</td>
<td></td>
</tr>
<tr>
<td>Mandate Block Grant (Charter)</td>
<td>Grades K-8 per ADA $31.16</td>
<td>$32.24</td>
<td>$33.16</td>
<td>$34.13</td>
<td>$35.12</td>
<td></td>
</tr>
<tr>
<td>Mandate Block Grant (Charter)</td>
<td>Grades 9-12 per ADA $59.83</td>
<td>$61.90</td>
<td>$63.67</td>
<td>$65.53</td>
<td>$67.43</td>
<td></td>
</tr>
<tr>
<td>Mandate Block Grant (Charter)</td>
<td>Grades K-8 per ADA $16.33</td>
<td>$16.90</td>
<td>$17.38</td>
<td>$17.89</td>
<td>$18.41</td>
<td></td>
</tr>
<tr>
<td>Mandate Block Grant (Charter)</td>
<td>Grades 9-12 per ADA $45.23</td>
<td>$46.79</td>
<td>$48.13</td>
<td>$49.54</td>
<td>$50.98</td>
<td></td>
</tr>
<tr>
<td>One-Time Discretionary Funds per ADA</td>
<td>$184</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Interest Rate for Ten-Year Treasuries</td>
<td>2.87%</td>
<td>3.19%</td>
<td>3.19%</td>
<td>3.20%</td>
<td>3.30%</td>
<td></td>
</tr>
<tr>
<td>CalPERS Employer Rate(^4)</td>
<td>18.062%</td>
<td>20.70%</td>
<td>23.40%</td>
<td>24.50%</td>
<td>25.00%</td>
<td></td>
</tr>
<tr>
<td>CalSTRS Employer Rate(^4)</td>
<td>16.28%</td>
<td>17.10%</td>
<td>18.10%</td>
<td>18.10%</td>
<td>17.60%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STATE MINIMUM RESERVE REQUIREMENTS</th>
<th>Reserve Requirement</th>
<th>District ADA Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>The greater of 5% or $67,000</td>
<td>0 to 300</td>
<td></td>
</tr>
<tr>
<td>The greater of 4% or $67,000</td>
<td>301 to 1,000</td>
<td></td>
</tr>
<tr>
<td>3%</td>
<td>1,001 to 30,000</td>
<td></td>
</tr>
<tr>
<td>2%</td>
<td>30,001 to 400,000</td>
<td></td>
</tr>
<tr>
<td>1%</td>
<td>400,001 and higher</td>
<td></td>
</tr>
</tbody>
</table>

\(^1\)Target for LCFF was achieved in the 2018-19 fiscal year, therefore, any growth in LCFF revenues in future years will be attributable to the application of the COLA to the base grant.

\(^2\)2018-19 rate includes statutory COLA of 2.71% plus an augmentation of 0.99% represented by an additional $670 million for school districts and charter schools. County offices of education receive only the statutory COLA.

\(^3\)Applies to Special Education, Child Nutrition, Preschool, Foster Youth, American Indian Education Centers/American Indian Early Childhood Education and Mandate Block Grant.

\(^4\)Rate is final for 2018-19 fiscal year.

\(^5\)Rates for 2019-20 and beyond are subsidized in Governor Newsom’s Budget Proposal.
## COUNTS USED TO DETERMINE NON-JUVENILE COURT LCFF FUNDING

<table>
<thead>
<tr>
<th>LEA Code</th>
<th>District of Geographic Residence</th>
<th>Total COE Enrollment</th>
<th>All County Funded Enrollment (1)</th>
<th>County Funded LCFF Unduplicated Count (2)</th>
<th>All District Funded LCFF Enrollment (3)</th>
<th>District Funded LCFF Unduplicated Count (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4970615</td>
<td>Bellevue Union</td>
<td>31</td>
<td>0</td>
<td>0</td>
<td>31</td>
<td>19</td>
</tr>
<tr>
<td>4970623</td>
<td>Bennett Valley Union Elementary</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>2868241</td>
<td>Calistoga Joint Unified</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>4970656</td>
<td>Cloverdale Unified</td>
<td>14</td>
<td>1</td>
<td>0</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>4973882</td>
<td>Cotati-Rohnert Park Unified</td>
<td>40</td>
<td>14</td>
<td>11</td>
<td>26</td>
<td>3</td>
</tr>
<tr>
<td>4970680</td>
<td>Forestville Union Elementary</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4970698</td>
<td>Fort Ross Elementary</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4970714</td>
<td>Gravenstein Union Elementary</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>4970730</td>
<td>Harmony Union Elementary</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4975390</td>
<td>Healdsburg Unified</td>
<td>16</td>
<td>6</td>
<td>4</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>4970789</td>
<td>Kenwood</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>4970797</td>
<td>Liberty Elementary</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4970805</td>
<td>Mark West Union Elementary</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>4970821</td>
<td>Montgomery Elementary</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4970839</td>
<td>Oak Grove Union Elementary</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>4970847</td>
<td>Old Adobe Union</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>4970854</td>
<td>Petaluma City Elementary</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>4970862</td>
<td>Petaluma Joint Union High</td>
<td>40</td>
<td>6</td>
<td>5</td>
<td>34</td>
<td>9</td>
</tr>
<tr>
<td>4970870</td>
<td>Piner-Olive Union Elementary</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>4970896</td>
<td>Rincon Valley Union Elementary</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>4970904</td>
<td>Roseland</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>4970912</td>
<td>Santa Rosa Elementary</td>
<td>55</td>
<td>7</td>
<td>5</td>
<td>48</td>
<td>31</td>
</tr>
<tr>
<td>4970920</td>
<td>Santa Rosa High</td>
<td>151</td>
<td>21</td>
<td>16</td>
<td>130</td>
<td>47</td>
</tr>
<tr>
<td>4970938</td>
<td>Sebastopol Union Elementary</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>4970953</td>
<td>Sonoma Valley Unified</td>
<td>19</td>
<td>5</td>
<td>5</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>4970961</td>
<td>Twin Hills Union Elementary</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4970607</td>
<td>West Sonoma County Union High</td>
<td>37</td>
<td>1</td>
<td>0</td>
<td>36</td>
<td>22</td>
</tr>
<tr>
<td>497358</td>
<td>Windsor Unified</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4971035</td>
<td>Wright Elementary</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>7</td>
</tr>
</tbody>
</table>

Subtotal - District of Geographic Residence | 505 | 66 | 51 | 439 | 193 |
CDE Releases Revised LCAP Template and LCFF Budget Overview for Parents

At the January 9, 2019, State Board of Education (SBE) meeting, the SBE unanimously approved revisions to the Plan Summary section of the Local Control and Accountability Plan (LCAP) template. The California Department of Education (CDE) staff proposed the changes to align the template with provisions passed in Assembly Bill (AB) 1808 (Chapter 32/2018) and to address federal requirements under the Every Student Succeeds Act (ESSA).

AB 1808 is the budget trailer bill that established the Local Control Funding Formula (LCFF) Budget Overview for Parents, which is intended to help stakeholders better understand funding decisions included in the LCAP. Local educational agencies (LEAs) and charter schools are required to complete and attach this budget overview to their LCAP by July 1, 2019, and each year thereafter. The bill also required the State Superintendent of Public Instruction, with the approval of the SBE executive director, to develop a template for the budget overview. Since the LCFF Budget Overview for Parents will capture information that was previously included in several prompts of the LCAP Plan Summary, the SBE voted to remove those prompts to eliminate any redundancies.

ESSA requires LEAs, in partnership with stakeholders, to locally develop and implement a plan to improve student outcomes at schools identified for comprehensive support and improvement (CSI), as defined by the federal law. These CSI plans must be approved by the school, the LEA, and the SBE. Rather than creating a whole new document and process for LEAs that have CSI schools, the SBE approved the addition of the following three prompts to the Plan Summary Section of the LCAP template that will capture the ESSA CSI requirements within the LCAP:

1. Identify the schools within the LEA that have been identified for CSI.
2. Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
3. Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

On Friday, January 11, 2019, the CDE officially posted the revised LCAP template, which can be found here, and the template for the LCFF Budget Overview for Parents, which can be found here.

—Kyle Hyland and Leilani Aguinaldo

posted 01/14/2019
Consolidated Application Winter Release

The California Department of Education (CDE) announced on December 26, 2018, that the expected release date for the Consolidated Application and Reporting System (CARS) winter data collection is January 15, 2019. CDE reports that there are changes to almost every data entry form included in the release. Data collections will be due February 28, 2019.

The CDE offers a training webinar for new users, Navigating CARS. The webinar can be accessed here.

Changes to data entry forms include Title I, Part A Local Education Agency (LEA) Expenditure Report, specific to 2017-18.

For 2018-19 reporting:

School Student Counts—removed all references to Economic Impact Aid (EIA); student count enrollment (K-12) and low income counts (ages 5-17) are prepopped with California Longitudinal Pupil Achievement Data System October enrollment and free and reduced-price meal (FRPM) eligibility data; low-income measure default value changed from FRPM to blank; group by grade span field relabeled to serving schools by highest to lowest within the LEA/highest to lowest by grade span; changed school low-income student count column label to eligible low-income students ages 5-17

Removed the following forms:

- EIA Carryover
- EIA LEA Reservations and School Allocation Calculator
- EIA School Allocations
- Title I, Part A LEA Allocations
- Title I, Part A Reservations

Title I:

- Part A LEA Allocations and Reservations—combined the LEA allocations and reservations into one form
- Part A School Allocations—changed exception code/reason to discretion code; removed discretion codes “g” (local funded charter opted out), “h” (local funded charter opted in), and “k” (funded with EIA/State Compensatory Education); changed definition of discretion code “a” from meets 35% low income requirement to below LEA average and at or above 35% student low income; changed fund/funded to serve/served; created a separate section with the equitable services proportional share student count validation; group by grade span field relabeled to serving schools by highest to lowest within the LEA/highest to lowest by grade span
- Part A Notification of Authorization of Schoolwide Program—changed maximum allowable date from February 28, 2019 to June 30, 2019

—Debbie Fry and Jamie Metcalf
Dear County Superintendents of Schools:

**First Apportionment for the**

**Classified School Employee Professional Development**

**Block Grant Program**

**Fiscal Year 2018–19**

This apportionment, in the amount of $45,000,000, is made from funds provided in Section 134 of Assembly Bill (AB) 1808 (Chapter 32, Statutes of 2018) as amended by Section 38 of AB 1840 (Chapter 425, Statutes of 2018), in support of the Classified School Employee Professional Development Block Grant Program.

The amount paid in this apportionment reflects 100 percent of the entitlement calculated for each eligible county office of education, school district, and charter school (both local and direct funded). Entitlements are allocated to each eligible local educational agency (LEA) at a rate of $177.19 per full-time equivalent (FTE) of classified staff, as reported in the California Basic Educational Data System in fiscal year 2017–18. LEAs shall expend funds received for any purpose described in Education Code Section 45391, with first priority being for professional development for the implementation of school safety plans, as set forth in Education Code Section 32880.

County superintendents of schools were notified of this apportionment by email sent to their CDEfisc email addresses. The California Department of Education (CDE) requested that the email be forwarded to the school districts and charter schools in the county, and included a link to this letter and accompanying apportionment schedule posted on the CDE’s web page at [https://www.cde.ca.gov/fg/aa/ca/](https://www.cde.ca.gov/fg/aa/ca/). Source data for the 2017–18 Classified Staff FTE is also posted at [https://www.cde.ca.gov/ds/sd/sd/fliescbedsoraa.asp](https://www.cde.ca.gov/ds/sd/sd/fliescbedsoraa.asp).

Warrants will be mailed to each county treasurer approximately four weeks from the date of this Notice. For standardized account code structure coding, use Resource Code 7311, Classified School Employee Professional Development Block Grant Program, and Revenue Object Code 8590, All Other State Revenue.

If you have any questions regarding this payment, please contact Derrick Andrade, Fiscal Consultant, Categorical Allocations and Management Assistance Office, by phone at 916-327-5922 or by email at dantrade@cde.ca.gov.

Sincerely,

Caryn Moore, Director
School Fiscal Services Division

Last Reviewed: Wednesday, December 19, 2018
ARTICLE 9.5. Professional Development for Classified School Employees [45390 - 45392] (Article 9.5 added by Stats. 2013, Ch. 723, Sec. 1.)

(a) If a local educational agency expends funds for professional development for any classified staff, the local educational agency shall consider the needs of its classified school employees.

(b) For purposes of this article, the following terms have the following meanings:

(1) "Classified school employee" means a person employed on a full-time or a part-time basis as a classified school employee at a community college, a public school, a charter school, or a county office of education.

(2) "Local educational agency" means a school district, a county office of education, a charter school, or a community college district.

(c) Professional development training for classified school employees to update their skills and to learn best practices may include, but is not limited to, any of the following:

(1) Pupil learning and achievement, including all of the following:

(A) Training for paraprofessionals to assist teachers and administrators to improve the academic achievement of pupils.

(B) Training to ensure the curriculum frameworks and instructional materials are aligned to the common core standards.

(C) Training in the management and use of state and local pupil data to improve pupil learning.

(D) Training on the best practices in the appropriate interventions and assistance to at-risk pupils.

(2) Pupil and campus safety, including training and staff development in the latest and best practices for pupil safety and campus safety.

(3) Education technology, including management strategies and best practices regarding the use of education technology to improve pupil performance.

(4) School facility maintenance and operations, including new research and best practices in the operation and maintenance of school facilities, such as green technology and energy efficiency, that help reduce the use and the cost of energy at schoolsites.

(5) Special education, including training and staff development on the best practices to meet the needs of special education pupils, and to comply with any new state and federal mandates.

(6) School transportation and bus safety, including training and staff development on the best practices and standards for pupil transportation.

(7) Parent involvement, including training and staff development to enhance the ability of a school to increase parent involvement at schoolsites.

(8) Food service, including training and staff development on new research and findings for food preparation to provide nutritional meals and food management.

(9) Health, counseling, and nursing services, including training and staff development on the latest and best practices for pupil health care and counseling needs.

(10) Environmental safety, including training and staff development on pesticides and other possibly toxic substances so that they may be safely used at schoolsites.

(Added by Stats. 2013, Ch. 723, Sec. 1 (SB 350) Effective January 1, 2014.)
Low-Performing Students Block Grant Funds Distributed by CDE

Late in 2018, the California Department of Education (CDE) released the first apportionment of funds for recipients of the Low-Performing Students Block Grant. This grant is available to local educational agencies (LEAs) with students identified as low-performing on the 2016-17 administration of the California Assessment of Student Performance and Progress (CAASPP) and who are not otherwise identified for supplemental grant funding under the Local Control Funding Formula or eligible for Special Education services. The first apportionment reflects approximately 50% of each LEA’s entitlement, while the remaining funds will be released in spring 2019. Entitlements are based on a rate of $1976.02 per eligible student. A schedule detailing each LEA’s entitlement amounts is available here.

All LEAs using funds from the Low-Performing Students Block Grant must adopt a plan that describes how the funds will be used to increase the academic performance of students that generated the funds and how the effectiveness of services will be measured. Funds shall be used for evidence-based services that directly support pupil academic achievement, such as professional development activities for certificated staff, instructional materials, or additional supports for pupils. Plans must align with an LEA’s Local Control Accountability Plan and must be discussed and adopted at a meeting of the LEA’s governing board. By March 1, 2019, LEAs must complete the CDE’s online reporting tool to report the LEA’s adopted plan. In addition, a second report must be filed with the CDE by November 1, 2021, that details the implementation of the plan, the strategies used, and whether those strategies increased the academic performance of the pupils identified.

The Low-Performing Students Block Grant was a compromise that was included in the 2018-19 State Budget after Assembly Member Shirley Weber (D-San Diego) authored a similar bill, Assembly Bill (AB) 2635. AB 2635 was sponsored by the California Charter Schools Association and a priority of the Legislative Black Caucus; it was intended to generate funds for ethnic student groups that were academically low-performing in the state. Because concerns were raised about targeting funds based on a student’s ethnicity, the enacted budget included the Low-Performing Students Block Grant with funds distributed based on a student’s performance on the CAASPP, regardless of ethnicity.

The Low-Performing Students Block Grant is a one-time $300 million grant. Funds are available for expenditure or encumbrance through the 2020–21 fiscal year. Additional details about the grant are available here.

—Leilani Aguinaldo

posted 01/04/2019
Presented by
John Gray, President;
and Suzanne Speck, Vice President

Workshop Date, Location, and Time
March 28, 2019
Sonoma County Office of Education
Teacher Learning Center (Eagan 3 & 4)
5340 Skylane Blvd.
Santa Rosa, CA 95403

Doors Open: 8:30 a.m.
Program Begins: 9:00 a.m.
Program Ends: 12:00 p.m.

Registration
To register, go to:
https://goo.gl/forms/rCVPkwQ64ra4LLox1

If you have questions, please contact:
Bonnie Tanner
Sonoma County Office of Education
707-524-2628 or btanner@scoe.org

Who Should Attend?
This workshop is for the management side of the table only—if you are going to be involved in negotiations on the management side of the table this year, you need this workshop. This workshop is a “must attend” if you are responsible for the preparation of financial information, proposal development, or at the table for negotiations. We encourage you to bring your entire negotiations team.

About the Workshop
Collective bargaining in the post-recession, post-PEPRA\(^1\), LCFF\(^2\)/LCAP\(^3\), and post-Janus decision environment is, if not challenging, complex. In the best of times, there is no guarantee that settlements will come swiftly or that they are sure to align with the financial capability and program goals of the local educational agency (LEA). In difficult times, negotiations are often protracted and ripe with conflict. In the best and worst of times, management negotiators must be knowledgeable and skillful.

There are two levels of knowledge involved in the negotiations process. First, there are fundamental aspects of preparing for negotiations, the legal aspects of the process, and impasse procedures, etc., which are covered in our Fiscal Aspects of Negotiations workshop offered in person and online.

The second level involves practical applications, negotiating strategies, constructing and presenting proposals and counter proposals, and dealing with “real-life” problems for the current contract. This advanced workshop addresses those issues and many more. If you are going to be involved on the management side of the bargaining table this year, you need this workshop.

Workshop Topics
We will address core issues surrounding the collective bargaining agreement as well as how to negotiate in a strategic fashion to better position your LEA as the economic and fiscal recovery slows down. Topics to be covered include:

- The current economic and political environment and its impact on labor relations and bargaining
- Development of bargaining metrics to clarify factual calculations
- How to negotiate the current and out years in an uncertain economic climate and with the LCFF/LCAP
- Honoring past agreements in light of new terms/conditions
- Developing your agency’s bargaining strategy and approach
- What to expect if you find yourself at an impasse
- Communicating with your stakeholders

The workshop will include a discussion of your negotiating challenges—difficult fiscal conflicts you have faced that you want the presenters to analyze. All participants are welcome to email negotiating scenarios that they would like discussed during the presentation. Perhaps hearing it another way might be just the answer to getting out of that difficult negotiating box.

---
\(^1\) Public Employees’ Pension Reform Act
\(^2\) Local Control Funding Formula
\(^3\) Local Control and Accountability Plan
ASB WORKSHOP

The Fiscal Crisis & Management Assistance Team (FCMAT) is pleased to offer a workshop on how to maintain an effective and complete student body program in grades K-14.

Properly administering student body finances is complex and requires ongoing training to improve ASB internal controls and safeguard students' assets.

This workshop focuses on information school leaders need to maintain fiscal accountability, legal compliance, transparency and accuracy in their student body accounts.

This workshop focuses on:

- The great range of student councils' decision-making authority
- Useful tools and procedures
- Applicable laws and regulations
- Rules and responsibilities of the many people involved in ASB operations
- Practical advice
- Effective procedures for safeguarding assets
- General business practices and internal controls
- How funds can be raised and spent
- Recommended board policies
- Much, much more

Most important, the information will be communicated in an easy-to-understand manner and will focus on practical ways to get things done within the parameters of the law.

Audience size can vary greatly, and FCMAT will work with you to ensure the right people are included. Possible participants include school administrators, ASB and activity directors, fiscal services administrators, ASB bookkeepers, student council and club members, and others responsible for activities in ASB.

FCMAT offers a variety of formats and length of time for these workshops. We will work with you to provide workshop(s) that will closely meet your LEA's needs.

Presented by

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

CSIS California School Information Services

1300 17th Street, City Centre
Bakersfield, CA 93301
www.fcmat.org

Friday, May 3, 2019
9:00 a.m. - 12:00 noon
(Registration begins at 8:30 a.m.)

Sonoma County Office of Education
Teacher Learning Center (Eagan 3 & 4)
5340 Skylane Blvd.
Santa Rosa, CA 95403

RSVP with this link
Connecting Academic Outcomes and Resource Allocation: *Best Practices in School Budgeting*

Intended for Superintendents, Ed. Services, and CBO’s

**FREE Workshop coming to SCOE March 13, 2019**

*RSVP with this link.*
Evaluation & Performance Management

Full-day workshop
Includes materials, continental breakfast and lunch
Qualifies for 6.5 CEUs

March 25, 2019
Sonoma County Office of Education
5340 Skylane Blvd.
Santa Rosa, CA

9:00 a.m. - 4:30 pm
(Registration begins at 8:30 a.m.)

Designed for
Current and aspiring human resources directors or those that are
working on their Payroll Certification units.

Topics
Employee evaluation; valuable feedback; setting goals and providing suggestions for improvement;
performance improvement plans; collective bargaining as it pertains to evaluations; properly
documenting poor performance; writing letters of reprimand, formal disciplinary memos and
statements of charges; due process and Skelly hearings; placing employees on paid and unpaid
administrative leave; employee recognition.

Description
This workshop will cover topics that are considered critical to the success of any human resources
director in school business. You’ll receive essential formal training on the technical aspects of
employee evaluation and performance management and leave with the ability to daily navigate all
issues related to personnel management.

Presenter
LaFaye Platter, Ed.D., Retired Human Resources Professional; and Founder, E4 Consulting, LLC

SCOE will cover the cost of registration for appropriate district
and school site personnel in Sonoma County. Please use this
link to register prior to February 25, 2019.
Emotional Intelligence:  
The Art of Personnel Management

Full-day workshop  
Includes materials, continental breakfast and lunch  
Qualifies for 6.5 CEUs

February 25, 2019  March 4, 2019
Sonoma County Office of Education  
5340 Skylane Blvd.  
Santa Rosa, CA 95403

9:00 a.m. - 4:30 pm  
(Registration begins at 8:30 a.m.)

Designed for  
Current and aspiring human resources directors or those that are working on their  
Payroll Certification units.

Topics  
Improving emotional capacity; maintaining professionalism during tense professional  
situations.

Description  
This workshop will discuss the importance of intangible skills when it comes to personnel  
management. Using case studies, you'll participate in discussions centering on how to handle  
various human resources situations. This class requires completion of a pre-session assignment  
which will be provided via email approximately one week prior to the day of the workshop.

Presenter  
LaFaye Platter, Ed.D., Retired Human Resources Professional; and Founder, E4 Consulting,  
LLC

SCOE will cover the cost of registration for appropriate district  
and school site personnel in Sonoma County. Please use this  
link to register prior to January 25, 2019.