

Contra Costa Behavioral Health Stakeholder Calendar April 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 Reducing Health Disparities (RHD): 3:00-4:30 pm (Online/Telephone)	2	3 Mental Health Commission (MHC): 4:30 — 6:30 pm (In-Person/Online/Telephone)	4 Council on Homelessness: 1:00—3:00 pm (Online/Telephone) MHSA Advisory Council (MHSA AC) 3:00—4:30 pm (In-Person/Online/Telephone)	5	6
7	8	9	10 Elder Wellness and Advocacy Coalition (EWAC) 2:00—3:30 pm (Online/Telephone)	11 Social Inclusion: 1:30—3:30 pm (In-person)	12	13
14	15	16 Behavioral Health Care Partnership: 1:30—3:00 pm (In-person/Online/Telephone)	17	18 MHSA AC Steering: (No Meeting) MHC Quality of Care: 3:30 — 5:00 pm (In-Person/Online/Telephone)	19	20
21	22 Innovation/ System of Care: 2:30 — 4:00 pm (Online/Telephone)	23 Social Inclusion (Planning meeting): 1:30—2:00 pm (Online/Telephone)	24 AOD Advisory Board: 4:00 — 6:15 pm (In-Person/Online/Telephone)	25	26 Suicide Prevention (SP) 9:00 — 10:30 am (Online/Telephone) SP Youth 3:30 — 4:30 pm (Online/Telephone)	27
28	29	30	31			

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12	13	14 Behavioral Health Care Partnership: 1:30–3:00 pm (In-person/ Online/ Telephone)	15	16 MHSA AC Steering: 11:00 am-12:00 pm (Online/ Telephone) MHC Quality of Care: 3:30 – 5:00 pm (In-Person/ Online/Telephone)	17	28
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Contra Costa Behavioral Health 2024

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** If you have any questions, please contact the Mental Health Services Act (MHSA) office by phone at **(925) 313-9525** or email at MHSA@cchealth.org.

(April 2024)

Mental Health Services Act (MHSA)

Program and Fiscal Review

- I. Date of On-site Review: Oct. 27, 2023**
- II. Review Team: Jennifer Bruggeman; Mental Health Commissioners: Barbara Serwin, Pamela Perls, Tavane Payne**
- III. Name of Program/Plan Element:**

Martinez Unified School District - Vicente Briones High School

925 Susana St.

Martinez, CA 94553

- V. Program Description.** Vicente High School is a unique learning environment for students in grades 10-12 who have had challenges in the comprehensive public high school setting for various reasons. Students can achieve credit recovery and obtain their high school diploma in a supportive atmosphere enriched by a multitude of wellness resources. The program provides access and linkage to behavioral health related services (including individual and group counseling) and seeks to build on protective factors that can mitigate the later development of serious mental health issues.

Services include experiential learning, leadership opportunities and mental health counseling. Students engage in hands-on workshops, place-based learning projects, career preparation and internships where collaborations occur between students, school staff, parents and community partners. Every student has the opportunity to participate in multiple activities offered through the school's Community Optimizing Resources for Empowerment (CORE) initiative.

- VI. Purpose of Review.** Contra Costa Behavioral Health Services (CCBHS) is committed to evaluating the effective use of funds provided by the Mental Health Services Act (MHSA). Toward this end, a comprehensive program and fiscal review was conducted of Vicente Briones High School. The results of this review will assist in a) improving the services and supports that are provided; b)

supporting the County's MHSA Three Year Program and Expenditure Plan; and c) ensuring compliance with statute, regulations and policy. In the spirit of continually working toward better services, we most appreciate this opportunity to collaborate together with the staff and clients participating in this program in order to review past and current efforts, and plan for the future.

VII. Summary of Findings.

Topic	Met Standard	Notes
1. Deliver services according to the values of the MHSA	Met	Consumer surveys and interviews indicate program meets the values of MHSA.
2. Serve the agreed upon target population.	Met	The program serves consumers at risk of developing a serious mental illness, and also provides access, linkage and prevention services.
3. Provide the services for which funding was allocated.	Met	Funds services consistent with the agreed upon Service Work Plan.
4. Meet the needs of the community and/or population.	Met	Services are available to all students at the Vicente campus.
5. Serve the number of individuals that have been agreed upon.	Met	Consistently report meeting or exceeding target goal.
6. Achieve the outcomes that have been agreed upon.	Met	Outcomes are consistently met.
7. Quality Assurance	Met	Standards and procedures are in place to address and respond to quality assurance standards
8. Ensure protection of confidentiality of protected health information.	Met	Notice of HIPAA and Privacy Policies were in place.
9. Staffing sufficient for the program	Met	Staffing is sufficient. The program now employs two FTE clinicians.
10. Annual independent fiscal audit	Met	Audit findings for MUSD provided.
11. Fiscal resources sufficient to	Met	Resources appear

deliver and sustain the services		sufficient.
12. Oversight sufficient to comply with generally accepted accounting principles	Met	Experienced staff implements sound check and balance system.
13. Documentation sufficient to support invoices	Met	Uses established software program with appropriate supporting documentation protocol.
14. Documentation sufficient to support allowable expenditures	Met	The school district provides significant in-kind contributions to fully fund the program.
15. Documentation sufficient to support expenditures invoiced in appropriate fiscal year	Met	Billings appropriate for fiscal year expenses.
16. Administrative costs sufficiently justified and appropriate to the total cost of the program	Met	Indirect charged at 4.58%.
17. Insurance policies sufficient to comply with contract	Met	Insurance policies in place.
18. Effective communication between contract manager and contractor	Met	Communication occurs regularly between MHSA staff and program managers.

VIII. Review Results. The review covered the following areas:

- 1. Deliver services according to the values of the Mental Health Services Act** (California Code of Regulations Section 3320 – MHSA General Standards). Does the program collaborate with the community, provide an integrated service experience, promote wellness, recovery and resilience, is it culturally responsive, and client and family driven?

Method. Consumer, family member and service provider interviews and consumer surveys.

Discussion.

Staff Surveys: A 7-Question Survey was provided to staff. Five responses were received. Survey results show there is consensus that having a small student body and high staff to student ratio allows them to get to know students better and provide a safe and supportive environment. Staff expressed enjoying their working environment and seem to find it rewarding to watch students overcome various obstacles and be able to graduate at the end of the year. Suggested improvements include more staff training, particularly for working with LGBTQ youth. They feel they are generally able to meet students' needs given the

existing resources. Many expressed a desire for better student attendance and more parent participation.

Student Surveys: A 12-Question survey was provided to students. The first seven questions addressed the MHSA general standards and the remaining five questions asked about the overall quality and importance of the program. Of the three survey responses received, there is strong consensus that the program helps students with their health and wellness in the following ways:

- Allows them to decide their own strengths and needs
- They feel staff works with them to determine the services that are most helpful
- Services are provided in the preferred language
- They receive help in getting needed health, employment, education and other benefits
- Staff are open to their opinions as to how services should be provided

It's noted that the question about providing services that are sensitive to students' cultural backgrounds received responses indicating respondents were unsure.

Student Interviews:

Three Commissioners from the Contra Costa Mental Health Commission interviewed eight Vicente students. The interviewees were sophomores, juniors and seniors. Four were male and four were female. Half of the students had been at Vicente for two years, two for nine months, one for four months, and one for two and a half months. Interview questions were oriented toward assessing student overall satisfaction with Vicente, engagement with CORE activities, engagement with mental health services, and assessing the presence of mental health stigma at Vicente.

Students appear to be flourishing at Vicente, compared to how they described their experiences at prior schools, most typically Alhambra High School. All students said that they feel better at Vicente than they did before they entered the school.

The Vicente model seems to work: Student satisfaction is based on having a small student population, small classes, an abundance of counseling, immediately available counseling and crisis response, a lower intensity academic environment and schoolwork, access to teachers, counselors and other staff, and flexibility in most aspects of school life. Mental health counseling, the primary area of MHSA funding, is clearly a worthwhile investment given broad student usage and satisfaction as well as positive outcomes. Students feel welcome and feel little if any stigma regarding perceived behavioral health issues or obvious differences.

In addition to the more manageable academics, the most valued aspect of Vicente

that students mentioned is the mental health counseling. All interviewees made use of mental health counseling and found counseling to be important to their mental health and overall well-being. While several students have a diagnosis, others seek the service for additional support. The flexible structure of the mental health counseling service is key to its success, with students having regular and drop-in appointments with little to no wait. Students appreciate the generous amount of time with counselors, typically 45 minutes in length. They feel free to talk about any issue, even personal topics, and really value the objective third party input from a trusted and well-liked counselor. The one element that appeared lacking in the mental health program at Vicente is some level of family therapy; several students said that a parent is aware that they have counseling at school, but parents are not engaged in the therapy itself. The school counselor later shared that she offers family therapy to all parents, but few actually participate for various reasons. She is available to speak to parents by phone at any time to support them with parenting concerns and resources and tips are made available in their newsletters.

Students were articulate about outcomes related to their mental health counseling. They said that that counseling has lowered their anxiety and depression and improved self-esteem and social interaction. One student pointed out that they had improved grades, were accumulating credits and could see that they were making progress. A few talked about how counseling has helped them reframe their situations and find solutions. When asked what they would like to see at Vicente in terms of mental health services, students responded: A service animal; more time with the mental health counselor; and if more students, the school might need another counselor.

Students reported feeling little to no stigma around mental health at Vicente. As one student explained, there is no stigma because everyone is seeing the mental health counselor. Students feel safe and comfortable while participating in mental health-related activities, with just one student saying that they felt safe only with the counselor. Students feel free to speak and express their feelings and are not afraid of repercussions (e.g. being bullied or gossiped about), with a few students saying that at first they were worried, but this was mostly carry-over from a prior school experience. Now they are maybe bothered once a month or so, and then they just go talk with a counselor. Students also feel that they are taken seriously.

See attached full report for more information.

Results. The program is delivering services according to the values of the Mental Health Services Act (MHSA).

2. **Serve the agreed upon target population.** For Prevention and Early Intervention, does the program prevent the development of a serious mental illness or serious emotional disturbance, and help reduce disparities in service? Does the program serve the agreed upon target population (such as age group,

underserved community)?

Method. Compare the program description and/or service work plan with a random sampling of client charts or case files.

Discussion. The target population is at-risk youth at Vicente High School. This is a continuation program and alternative learning environment with small class sizes and a high teacher to student ratio. A variety of behavioral health services and wellness-related activities are available to all students on campus.

Results. The program is serving the agreed upon target population, which is at-risk young people in grades 10-12. The program completes annual demographic reports, per PEI requirements. They serve between 100-120 students per year.

3. **Provide the services for which funding was allocated.** Does the program provide the number and type of services that have been agreed upon?

Method. Compare the service work plan or program service goals with regular reports and match with case file reviews and client/family member and service provider interviews.

Discussion. The program description is consistent with the current Service Work Plan. Client and staff interviewed reported that the programming is consistent with the goals of MHSA and PEI. Services are offered in an effort to support the achievement of a high school diploma, as well as college and career readiness and overall mental health and wellness. Key services include:

- Individualized learning plans
- Mindfulness and stress management interventions
- Team and community building
- Character, leadership and asset development
- Place-based learning, including service projects that promote hands-on learning, ecological literacy and intergenerational relationships
- Career-focused preparation and internships
- Direct mental health counseling

Results. The program provides services for which funding was allocated and are fully aligned with the Service Work Plan and MHSA values. Vicente is a recipient of the Model Continuation High School Recognition award by the California Department of Education. They are accredited by the Western Association of Schools and Colleges (WASC) and all graduates receive a fully accredited high school diploma.

4. **Meet the needs of the community and/or population.** Is the program or plan element meeting the needs of the population/community for which it was designed? Has the program or plan element been authorized by the Board of Supervisors as a result of a community program planning process?

Is the program or plan element consistent with the MHSA Three Year Program and Expenditure Plan?

Method. Research the authorization and inception of the program for adherence to the Community Program Planning Process. Match the Service Work Plan with the Three-Year Plan. Compare with consumer/family member and service provider interviews. Review client surveys.

Discussion.

The program continues to employ two full time counselor positions who support the mental health needs of the students. The program has been approved and authorized by the Board of Supervisors as a result of a community program planning process.

Results. Interviews and surveys reflect that services being offered are consistent with what was authorized.

5. **Serve the number of individuals that have been agreed upon.** Has the program been serving the number of individuals specified in the program description/service work plan, and how has the number served been trending the last three years?

Method. Match program description/service work plan with history of monthly reports and verify with supporting documentation, such as logs, sign-in sheets and case files.

Discussion. The program is currently serving approximately 49 students and has 5 teachers (4 full time academic and one part time art teacher). Students served are at least 16 years old or turning 16 during the semester they enroll. Students attending the program are credit deficient or in need of a smaller individualized learning environment. This is a non-college preparatory program requiring 190 credits to graduate (rather than 220 at comprehensive high school). They serve approximately 100-120 students per year.

Results. The program is serving the agreed upon number of individuals.

6. **Achieve the outcomes that have been agreed upon.** Is the program meeting the agreed upon outcome goals, and how have the outcomes been trending?

Method. Match outcomes reported for the last three years with outcomes projected in the program description/service work plan, and verify validity of outcome with supporting documentation, such as case files, charts or annual reporting.

Discussion. Various assessment tools and surveys are typically used to measure outcomes, including the California Healthy Kids Survey. This was not administered during the pandemic, but will resume. Outcomes focused

on engagement, improving timely access to services, resiliency and stigma reduction. The program reported other favorable outcomes that included high student engagement, program satisfaction and graduation rates.

Results. Interviews with students and survey results, as well as reported outcomes all indicate that the program has had a positive impact on the lives of the students it serves. Staff reports that student attendance has decreased, perhaps as a result of the pandemic. Staff makes every effort to engage parents in supporting student attendance, including regular phone communication. Overall, the program is able to consistently achieve the intended outcomes including:

- Identification of students at high risk of developing a mental health issue. Goal: 85% of enrolled student will receive a self-identified needs assessment targeting risk factors. Outcome: 97% of students received an Adverse Childhood Events (ACE) needs assessment.
- Increase engagement of identified students. Goal: 90% of identified students will participate in four services per quarter. Outcome: Students participated in an average of seven PEI activities/services per quarter.
- Increase timely access and linkage to supportive services. Goal: 90% of students identified as facing risk factors will be referred to supportive services and/or referred to mental health treatment. Outcome: Met.

7. **Quality Assurance.** How does the program/plan element assure quality of service provision?

Method. Review and report on results of participation in County's utilization review, quality management incidence reporting, and other appropriate means of quality-of-service review.

Discussion. The program does not participate in Medi-Cal billing and therefore is not subject to the county's utilization review process. They do follow the standard grievance procedure of the Martinez Unified School District. The county has not received any grievances regarding this program in the current review period.

Results. The program has internal processes in place that allow it to be responsive to student and parent/caregiver needs.

8. **Ensure protection of confidentiality of protected health information.** What protocols are in place to comply with the Health Insurance Portability and Accountability Assurance (HIPAA) Act, and how well does staff comply with the protocol?

Method. Match the HIPAA agreement with the observed implementation of the program/plan element's implementation of a protocol for safeguarding protected

patient health information.

Discussion. Paper charts are kept for students who participate in mental health services. These are kept in a locked filing cabinet behind a locked door in the offices of the two therapists. They are the only ones who have access to the charts.

Results. The program follows appropriate privacy protocols and is HIPAA compliant.

9. **Staffing sufficient for the program.** Is there sufficient dedicated staff to deliver the services, evaluate the program for sufficiency of outcomes and continuous quality improvement, and provide sufficient administrative support?

Method. Match history of program response with organization chart, staff interviews and duty statements.

Discussion. The program has two full time counselors. One is a licensed clinician and one is an academic counselor. In addition, there is a principal, five teachers, and other support staff on site every day. Classes have approximately 10 students at a maximum. Due to high student to staff ratios, there is a great deal of individual support available. Mental health related services are readily available to every student.

Results. Staffing is sufficient to deliver agreed upon outcomes and offer a high quality of care.

10. **Annual independent fiscal audit.** Did the organization have an annual independent fiscal audit performed and did the independent auditors issue any findings?

Method. Obtain and review audited financial statements. If applicable, discuss any findings or concerns identified by auditors with fiscal manager.

Discussion. Vicente Briones is operated by the Martinez Unified School District (MUSD). MUSD holds the contract with CCBHS and provided an external audit.

Results. The external audit was reviewed. The summary noted a recent slight downturn in revenue due to the expiration of COVID-19 related funds from the federal government, as well as an 8% cost of living increase that was given to MUSD employees in FY23-24 and a slight decrease in student enrollment (which impacts Average Daily Attendance reimbursement). No significant findings were noted.

11. **Fiscal resources sufficient to deliver and sustain the services.** Does the organization have diversified revenue sources, adequate cash flow, sufficient coverage of liabilities, and qualified fiscal management to sustain program or plan element?

Method. Review audited financial statements. Review Board of Directors meeting minutes. Interview fiscal manager of program or plan element.

Discussion. The program receives significant in-kind resources from the school district and utilizes contract and grant income to cover the costs needed for PEI services and deliverables. The program continues to benefit the entire Vicente Briones High School student body, and services are available to any student.

Results. Fiscal resources are sufficient to deliver and sustain services.

12. **Oversight sufficient to comply with generally accepted accounting principles.** Does the organization have appropriate qualified staff and internal controls to assure compliance with generally accepted accounting principles?

Method. Interview with fiscal manager of program or plan element.

Discussion. Qualified MUSD accounting staff (who have been in the role for many years) manage and oversee fiscal processing of MHSA contract funds, in conjunction with the Vicente principal.

Results. Sufficient oversight (including checks and balances) exists to enable compliance with generally accepted accounting principles.

13. **Documentation sufficient to support invoices.** Do the organization's financial reports support monthly invoices charged to the program or plan element and ensure no duplicate billing?

Method. Reconcile financial system with monthly invoices. Interview fiscal manager of program.

Discussion. Monthly invoices are prepared in a timely and accurate manner by MUSD accounting staff and submitted to the County for reimbursement as part of their cost basis contract.

Results. MUSD's fiscal reporting system was reviewed. The methodology and financial documentation appear sufficient to support invoices, with no duplicate billing.

14. **Documentation sufficient to support allowable expenditures.** Does the organization have sufficient supporting documentation (payroll records and timecards, receipts, allocation bases/statistics) to support program personnel and operating expenditures charged to the program or plan element?

Method. Match random sample of one month of supporting documentation for each fiscal year (up to three years) for identification of personnel costs and operating expenditures invoiced to the county.

Discussion. MUSD has a cost-based contract and bills for actual allowable costs incurred and paid. The program cost is shared between MUSD and

CCBHS, as needed prevention interventions have become part of the school's response to their at-risk transition age youth.

Results. Method of allocation of percentage of personnel time and operating costs appear to be supported. It appears that MUSD supports the full cost of the program through in-kind contributions.

15. **Documentation sufficient to support expenditures invoiced in appropriate fiscal year.** Do the organization's financial system year end closing entries support expenditures invoiced in appropriate fiscal year (i.e., fiscal year in which expenditures were incurred regardless of when cash flows)?

Method. Reconcile year end closing entries in financial system with invoices. Interview fiscal manager of program or plan element.

Discussion. A review of MHSA monthly financial reports indicated no billing by this program for expenses incurred and paid in a previous fiscal year.

Results. Documentation appears sufficient to support expenditures and invoices in the appropriate fiscal year.

16. **Administrative costs sufficiently justified and appropriate to the total cost of the program.** Is the organization's allocation of administrative/indirect costs to the program or plan element commensurate with the benefit received by the program or plan element?

Method. Review methodology and statistics used to allocate administrative/indirect costs. Interview fiscal manager of program.

Discussion. This line item reflects that the program is a shared cost between MUSD and CCBHS, as necessary prevention efforts needed to support the district's at-risk transition age youth.

Results. MUSD budgets and bills CCBHS at 4.58% for indirect costs, which is below industry standard.

17. **Insurance policies sufficient to comply with contract.** Does the organization have insurance policies in effect that are consistent with the requirements of the contract?

Method. Review insurance policies.

Discussion. The program provided general liability insurance policies that were in effect at the time of the site visit.

Results. The program complies with contract insurance requirements.

18. **Effective communication between contract manager and contractor.** Do both the contract manager and contractor staff communicate routinely and clearly regarding program activities, and any program or fiscal issues as they arise?

Method. Interview contract manager and contractor staff.

Discussion. Program leads have effective communication with contract managers. Program staff participates in regular PEI Provider meetings. The program has voluntarily hosted two major Behavioral Health Services events in the past year.

Results. Program staff and contract manager have effective communication and address any issues as they may arise.

IX. Summary of Results.

Vicente Briones High School offers an array of on-site PEI services in conjunction with Martinez Unified School District. Its goal is to identify and reach out to at-risk students within the school setting and to provide prevention and intervention related services, events and activities. A high percentage of the student body has experienced various types of trauma that impacts their ability to be successful and thrive within the traditional high school environment. Mental health supports and hands-on learning opportunities are provided to address risk factors that can influence a student's ability to successfully navigate high school. Surveys and interviews speak to the success of the program. Students with access to alternative ways of processing and learning in combination with appropriate mental health supports, are finding success in this alternative learning environment. The program has successfully been able to integrate PEI services and make them available to the entire student body. In addition, the program has collaborated with the County to host multiple community events, including a *Find Your Anchor* community forum in honor of Suicide Prevention Week in September, 2023.

X. Recommendations for Further Attention.

- The program may consider more training opportunities for staff around cultural humility, particularly related to the LGBTQ community.
- The program may consider re-engaging community partners post-pandemic, to provide students with opportunities for more civic engagement, field trips and career exploration.
- The program may consider alternative ways to engage parents and caregivers in family therapy, when indicated.

XI. Next Review Date. 2027

XII. Appendices.

Appendix A – Student Interview Report

Appendix B - Program Description

Appendix C – Service Provider Budget

Appendix D – Yearly External Fiscal Audit Summary

XIII. Working Documents that Support Findings.

Consumer, Family Member Surveys Consumer,

Family Member, Provider Interviews Monthly

Invoices with Supporting Documentation Indirect

Cost Allocation Methodology/Plan Board of

Directors' Meeting Minutes

Insurance Policies

MHSA Three Year Plan and Update(s)

Annual PEI Program Reporting

Vicente Student Interviews Full Report
Vicente High School
MHSA Program and Fiscal Review
October 27, 2023

I. Interview Characteristics

Three Commissioners from the Contra Costa Mental Health Commission interviewed eight Vicente students. The interviewees were sophomores, juniors and seniors. Four were male and four were female. Half of the students had been at Vicente for two years, two for nine months, one for four months, and one for two and a half months. Interview questions were oriented toward assessing student overall satisfaction with Vicente, engagement with CORE activities, engagement with mental health services, and assessing the presence of mental health stigma at Vicente. Interviews were one-on-one. See the attached list of interview questions.

II. Overall Impressions

Students appear to be flourishing at Vicente, compared to how they described their experiences at prior schools, most typically Alhambra High School. All students said that they feel better at Vicente than they did before they entered the school. The Vicente model seems to work: Student satisfaction is based on having a small student population, small classes, an abundance of counseling, immediately available counseling and crisis response, lower intensity academic environment and schoolwork, access to teachers, counselors and other staff, and flexibility in most aspects of school life. Mental health counseling, the primary area of MHSA funding, is clearly a worthwhile investment given broad student usage and satisfaction as well as positive outcomes. Students feel welcome and feel little if any stigma regarding perceived behavioral health issues or obvious differences.

III. Reasons and Reality for Attending Vicente High School

Students expected Vicente to be a better alternative to prior schools, mostly Briones and especially Alhambra High School. They had expectations of a small-sized, less-overwhelming school, both academically and socially, and a safer environment with less bullying and marginalization, as well as more mental health support. Some students, however, were concerned that there would be disruptive “bad boys”, bullying, and “poor students”.

In reality, positive student expectations are largely met. Students find that schoolwork is, in fact, more manageable, with most work completed in class, helpful accommodations, and more time and support from teachers. Students find a positive social environment. They reported that Vicente is comfortable and welcoming, there can be more socializing opportunities, and there is good energy among students, teachers and staff. They feel that Vicente is a safer environment, typically not disrupted by hurtful or threatening behavior. Most students reported that they feel better in terms of mental health while attending Vicente, including lowered depression and anxiety, and generally feeling better about being at school. They also shared that there is little to no stigma regarding usage of mental health services or having a mental health diagnosis or issues.

Students reported almost no negatives. In fact, the concerns that students had prior to attending Vicente are not realized to any considerable degree, although the presence of a few disruptive students was mentioned.

Breakdown of Responses:

Students expected Vicente to be a better alternative to prior schools, mostly Briones and especially Alhambra High School

- Small-sized, less-overwhelming school
- Safer environment with less bullying and marginalization
- More mental health support
- More flexible and manageable academic work, e.g. all schoolwork completed in class
- Easier to fit in and to have a more social experience
- Credit recovery

Some students had a few hesitations, but these concerns were not realized to any considerable degree:

- There might be a lot of disruptive “bad boys”
- There might be bullying
- Students would not be academically-oriented i.e. “poor students”; for some students, the main focus is, in fact, schoolwork

Students reported the following positives:

Schoolwork is manageable:

- Less intense academics
- Students do not feel overwhelmed by their schoolwork, with a few students reporting improved academics
- Only a five hour day
- Most schoolwork is accomplished in class and therefore there is less homework, and there is also study hall for completing schoolwork during the school day
- Classes are not intimidating
- More accommodations are possible and are helpful
- There are creative alternatives for course work
- Teachers try to help and be supportive
- There is good access, more time, and better relationships with teachers
- The academics environment is helping students graduate
- One student likes being able to use the online class Ingenuity and was taking both the Ingenuity English class and an in-person English class

There is a positive social environment:

- Vicente is more comfortable and welcoming, e.g. Vicente is “chill” and “cool”.
- Vicente is safer -- typically students are not showing off, acting out, harassing or bullying, either psychologically or physically, or fighting
- There is good energy, both from students, teachers and staff
- Better relationships with teachers and counselors are possible

- It's possible to have more socializing opportunities and make more friends, even though many students are more independent
- There are minimal if any obvious substance-use problems
- There is little to no stigma regarding usage of mental health services or having a mental health diagnosis or issues

There are mental health and social behavior improvements:

- Some students are more social at Vicente, i.e. "have more friends and better friends"
- Most students reported that they feel better while attending Vicente, i.e.
 - lowered depression due to more social interactions
 - lowered anxiety due to shorter day and less homework
 - working on panic attacks with counselor
 - generally feel better about being at school

Students reported almost no negatives:

- There are some disruptive students
- Some students don't like the requirement to keep their phone in a pouch during class time, with one student saying that he needs his music for therapy

IV. Mental Health Counseling

In addition to the more manageable academics, the most valued aspect of Vicente that students mentioned is the mental health counseling. All interviewees made use of mental health counseling and found counseling to be important to their mental health and overall well-being. While several students have a diagnosis, others seek the service for additional support. The flexible structure of the mental health counseling service is key to its success, with students having regular and drop-in appointments with little to no wait. Students appreciate the generous amount of time with counselors, typically 45 minutes in length. They feel free to talk about any issue, even personal topics, and really value the objective third party input from a trusted and well-liked counselor. The one element that may be lacking in the mental health program at Vicente is some level of family therapy; several students said that a parent is aware that they have counseling at school, but parents are not engaged in the therapy itself.

Students were articulate about outcomes related to their mental health counseling. They said that that counseling has lowered their anxiety and depression, and improved self-esteem and social interaction. One student pointed out that they had improved grades, were accumulating credits, and could see that they were making progress. A few talked about how counseling has helped them reframe their situations and find solutions. When asked what they would like to see at Vicente in terms of mental health services, students responded: A service animal; more time with the mental health counselor; and if more students, the school might need another counselor.

Breakdown of Responses:

Valued features of the mental health counseling are as follows:

- Students like that appointments are flexible; they can have standing, regular counseling appointments, typically weekly, and/or they can have as-needed or immediate appointments

- Students appreciate always being able to speak with a counselor, if not immediately, then as soon as the counselor was available.
- Counselors are readily available and easily scheduled with minimal to no wait times for appointments
- There is a generous amount of time with counselors, typically a full class period i.e. 45 minutes in length
- Students can be “pulled out” of class for counseling without fuss
- The students really like and feel close to the mental health counselor (and academic counselor); they like that counseling is personal
- Students value having someone objective and outside their circle to talk with
- Students feel free to talk about any issue and getting help with solutions without someone getting angry
- One student mentioned being comforted by the confidentiality of counseling
- One student described how counseling helps her make changes to her behavior to improve her situation.

Student outcomes related to mental health counseling:

- Students stated that counseling has lowered their anxiety and depression and improved self-esteem and social interaction
- A few students described how counseling helps them rework how they think about their family and themselves and what they do in class, and how it helps them find solutions and change their approach
- One student pointed out that they had improved grades, were accumulating credits and were aware that they were making progress
- One student said that counseling helps them change their environment and refocus

Family therapy and family involvement or awareness of student’s participation in counseling:

- Several students said that their parent(s) were aware and supported their counseling
- There was some peripheral support from mothers, e.g. one student’s mother made all outside appointments
- There was no mention of father support
- There was no actual family therapy, i.e. no family members present in counseling appointments

V. Stigma Related to Mental Health

Students reported feeling little to no stigma around mental health at Vicente. As one student explained, there is no stigma because everyone is seeing the mental health counselor. Students feel safe and comfortable while participating in mental health-related activities, with just one student saying that they felt safe only with the counselor. Students feel free to speak and express their feelings and are not afraid of repercussions (e.g. being bullied or gossiped about), with a few students saying that at first they were worried, but this was mostly carry-over from a prior school experience. Now they are maybe bothered once a month or so, and then they just go talk with a counselor. Students also feel that they are taken seriously.

VI. Perceptions of CORE

MHSA funds some aspects of CORE in addition to mental health support, so the student questionnaire briefly covered CORE. Students showed little to no knowledge of CORE as a distinct program at Vicente, and it may be a conscious choice of administrators to not focus attention on the formal structure of the program. None of the students who were asked about CORE recognized the acronym, what it stands for, and what it involves. However, a few students understood the names of the components of CORE. Note that interviewers refrained from asking questions about CORE after seeing that students were unfamiliar with the program.

It is not clear what level of participation there is in CORE activities. Some activities were not active (late October may have been too early for some activities to be organized), and not all students were asked about their participation. It does feel, however, that there may be under-utilization of some CORE components, and a lack of robust options for some CORE components.

Regardless of why students are not familiar with the concept of CORE, they seem to benefit a great deal from the mental health counseling component. There wasn't enough feedback to really evaluate the extent to which CORE influences life at Vicente, outside of counseling.

The CORE activities that students reported participating in were as follows:

- Academic Counseling: Two students
- Academic Skills Development: One student had afterschool help
- Service/Volunteer Work (required for graduation): One student participated in Girl Scouts; two students volunteered for Loaves and Fishes; one student volunteered for the Martinez Education Fund Fun Run
- College Preparation: Two students attended a Diablo Valley College presentation
- Career Preparation: One student attended an Emergency Medical Technician (EMT) presentation
- Mental Health Counseling: All students
- Academic Counseling: Several students

The CORE activities that no students reported participating in were as follows:

- Leadership Development
- Career-Oriented Internships
- Mental Health Clubs
- Substance Use Support
- Family Support (some students talk about family issues in therapy, but families were not mentioned as being involved in school)

VII. Extracurricular Activities

The students have really enjoyed “extra” activities and would like more of them. Some of these activities are eligible for MHSA funding, e.g. field trips.

- Activities that students said they liked are carving pumpkins (Science class), crocheting (informal club), playing UNO (informal club), and making suicide-prevention boxes (a service project).
- Students were interested in field trips, with one student requesting field trips related to their coursework.

- One student wanted to have more career presentations.

VIII. Magic Wand: What Students Wish For

Students were asked what they would wish for Vicente as a whole as well as for mental health services at Vicente. Some students didn't have suggestions and no themes emerged.

What would you wish for at Vicente in general?

- Four day school week
- No phone pouches
- Get Ms. Nichols back (prior principal)
- Bigger campus with more outside area – campus is very cramped

What would you wish for regarding mental health support at Vicente?

- A service animal
- More time with Ms. Bruner (mental health counselor)
- If more students, we might need another counselor

IX. Suggestions For CORE Program

NOTE: Some of these suggestions may already be in place and we simply didn't learn about them from staff or students.

- Expand options for CORE components that need to have options that appeal to different needs and interests, e.g. College Preparation, Career Preparation
- Offer more extracurricular activities that are relaxing and help with reducing anxiety
- Offer more field trips with ties to course work
- Offer more ways to involve parents/families
- Offer more formal guidance for taking inventory, increasing exposure to the breadth of career choices, and planning next steps after high school (e.g. apprenticeships, trade school, junior college or other a higher level academic institution).

VICENTE MARTINEZ HIGH SCHOOL - MARTINEZ UNIFIED SCHOOL DISTRICT

Ami Nichols, anichols@martinez.k12.ca.us

925 Susana Street, Martinez, CA 94553 (925) 335-5880, <http://vmhs-martinez-ca.schoolloop.com/>

GENERAL DESCRIPTION OF THE ORGANIZATION

The PEI program at Vicente Martinez High School and Briones School (co-located on the same campus) offers an integrated mental health focused experience for 10th-12th grade at-risk students of all cultural backgrounds. Students are provided a variety of experiential and leadership opportunities that support social, emotional, and behavioral health, career exposure and academic growth while also encouraging, linking, and increasing student access to direct mental health services.

PROGRAM: VICENTE MARTINEZ HIGH SCHOOL & BRIONES SCHOOL

- a. Scope of Services: Vicente Martinez High School and Briones School provide students of all cultural backgrounds an integrated, mental health focused, learning experience. Key services include student activities that support:
- individualized learning plans
 - mindfulness and stress management interventions
 - team and community building
 - character, leadership, and asset development
 - place-based learning, service projects that promote hands-on learning and intergenerational relationships
 - career-focused exploration, preparation, and internships
 - direct mental health counseling
 - timely access and linkage to direct mental health counseling

Services support achievement of a high school diploma, transferable career skills, college readiness, post-secondary training and enrollment, democratic participation, social and emotional literacy, and mental/behavioral health. All students also have access to a licensed Mental Health Counselor for individual and group counseling.

Students enrolled in Vicente and Briones have access to the variety of programs/services that meet their individual learning goals. Classes have a maximum of 23 students and are led by teachers and staff who have training in working with at-risk students and using restorative justice techniques. Students regularly monitor their own progress through a comprehensive advisory program designed to assist them in becoming more self-confident through various academic, leadership, communication, career, and holistic health activities.

- b. Target Population: At-risk high school students in Central County
- c. Payment Limit: FY 23-24: \$202,985
- d. Number served: FY 19-20: 245; FY 20-21: 125; FY 21-22: 125
- e. Outcomes:
- FY 19-20:
 - 97% of the Vicente student body and 54% of Briones students participated in PEI activities.
 - All seniors participated in service-learning hours. A minimum of 15 hours is usually required. Due to the school closure because of COVID-19 some students didn't complete all hours but were given a waiver for these hours.
 - All students were offered mental health counseling and there was one full time mental health counselor on campus daily.
 - Staff organized and hosted 70 different types of activities and events to enrich the curricula.

- Vicente was again a recipient of the Model Continuation High School Recognition through the California Department of Education
- and the California Continuation Education Association.
- All students were given the opportunity to apply, interview and participate in career- focused internships.
- At least 70% of students who participated in four or more services and who had had chronic absenteeism increase their attendance rate by 5%.
- FY 20-21:
 - 97% of enrolled students received a) an orientation on program offerings, b) a self-identified needs assessment targeting risk factors. The Adverse Childhood Events (ACE) needs assessments showed that Vicente students have an average score of 6. Those with a score of 4 or more are 460% more likely to experience depression and 1220% more likely to attempt suicide.
 - At least 90% of identified students participated in four services per quarter that supported their individual learning plan. The average number of PEI activities of those who participated was seven.
 - At least 90% of students identified as facing risk factors were referred to supportive services and/or referred to mental health treatment and participated at least once in referred support service or mental health treatment during the school year.
 - At least 70% of students who participated in four or more services and who have had chronic absenteeism increased their attendance rate by 5% as measured at the end of the school year.
 - At least 70% of students who participated in four or more services and who regularly participated in mental health counseling earned 100% of the expected grade level credits as measured at the end of the school year.
 - The schools closed and transitioned to a distance learning model on March 16, 2020. PEI services continued and even increased services during this time. All services were provided via virtual means. Outreach increased to families and students given the impact this model was having on students. Times for families and students to meet so that we could provide support were offered.
- FY 21-22:
 - All students enrolled in Vicente and Briones had access to a variety of PEI intervention services through in-school choices that met their individual learning goals.
 - 97% of enrolled students received:
 - An orientation on program offerings
 - A self-identified needs assessment targeting risk factors that may include, but are not limited to, poverty, ongoing stress, trauma, racism, social inequity, substance abuse, domestic violence, previous mental illness, prolonged isolation.
 - The average number of PEI activities of those who participated was seven.
 - At least 90% of students identified as facing risk factors were referred to supportive services and/or referred to mental health treatment and participated at least once in referred support service or mental health treatment during the school year.
 - At least 70% of students who participated in four or more services and who had chronic absenteeism increased their attendance rate by 5% as measured at the end of the school year.
 - At least 70% of students who participated in four or more services and who regularly participated in mental health counseling earned 100% of the expected grade level credits as measured at the end of the school year.

2023-2024 PEI Detailed Budget - Proposed					
Martinez Unified School District - Vicente Martinez High School PEI Contract					
Term: Program Budget FY 2023-2024 Updated: 6/17/2023					
Contract Number: 74-373					
Personnel	PEI Proposed	Match/In-	Match	Total	Budget Justification
Educational Mental Health Counselor	\$81,768	\$35,044	MUSD	\$116,812	0.7 PEI and 0.3 LCAP (Mental Health Counselor)
Academic Counselor/Internship ILP	\$47,370	\$20,301	MUSD	\$67,671	0.7 PEI and 0.3 LCAP (Academic Counselor)
Total Salaries	\$129,138	\$55,345		\$184,483	
Benefits					
Educational Mental Health Counselor	\$37,763	\$16,184	MUSD	\$53,947	0.7 PEI and 0.3 LCAP (Mental Health Counselor)
Academic Counselor/Internship ILP	\$19,150	\$8,207	MUSD	\$27,357	0.7 PEI and 0.3 LCAP (Academic Counselor)
Total Benefits	\$56,913	\$24,391		\$81,304	
Operating Costs					
Community Support Services	\$6,929.00	\$10,000		\$16,929	On site support from MFT/Social Work Interns
School Activities	\$1,000.00	\$0		\$1,000	Supplies for activities around community building,
Field Trips	\$1,000.00	\$0	n/a	\$5,000	College tours, team building experiences
Office Supplies - Vicente/Briones	\$1,000.00	\$2,000	MUSD	\$1,000	General office supplies
Total Operating Costs	\$9,929.00	\$2,000		\$11,929	
MUSD Indirect Costs @ 4.58%	\$8,976	\$0	-	\$8,976	
Total Salaries	\$129,138	\$55,345	-	\$184,483	
Total Benefits	\$56,913	\$22,070	-	\$78,982	
Total Operating Costs	\$9,929	\$2,000		\$11,929	
MUSD Indirect Costs @ 4.58%	\$8,976	\$0	-	\$8,976	
Total Program Costs	\$204,956	\$79,415		\$284,370	PEI Budget given on 9/18/24
	\$204,956.00				

MARTINEZ UNIFIED SCHOOL DISTRICT

2023-24 Budget Report Executive Summary



June 12, 2023

921 Susana St
Martinez, CA
94553



Background/Rationale

In California, per Education Code, section 42127 (a) (2), school districts are required to adopt a budget and file it with the county superintendent of schools within five days of adoption or July 1, whichever occurs first. The steps to adopt the budget include the Board of Education holding a public hearing, in conjunction with the LCAP, in a district facility or some other public place conveniently accessible to residents of the district and holding a separate meeting to adopt the LCAP and budget on or before July 1 of each year.

Per Education Code section 42127, the county superintendent shall do the following with what the district submits to them:

- Examine the adopted budget for compliance with the state standards and criteria adopted by the State Board of Education and identify technical corrections necessary to bring the budget into compliance [E.C. 42127 © (1)].
- Determine if the budget allows the district to meet its financial obligations and is consistent with a financial plan that will enable the district to satisfy its multiyear financial commitments [E.C. 42127 (2)].
- Ensure that the budget reflects the estimated unaudited actual revenues and expenditures for the year just ending [E.C. 42103].
- Ensures that the budget reflects a complete plan and itemized statement of all estimated revenues and expenditures for the next fiscal year as well as a comparison of revenue and expenditures for the current year [E.C. 42122].
- Ensures that the budget is on forms prescribed by the SPI [E.C. 42123].
- Ensures that the budget includes a general reserve to meet cash requirements [E.C. 42124].
- Ensures that the budget includes designations of fund balance. The designated funds are available for appropriation by a majority vote of the governing board [E.C. 42125].
- Review and consider studies, reports, evaluations, or audits of the district that contain evidence of fiscal distress under the standards and criteria or reflect three or more of the 15 most common predictors of a district needing intervention [E.C. 42127 (c) (2)].

Per Education Code section 42127 (d), the county superintendent shall approve, conditionally, approve or disapprove the adopted budget on or before August 15.

Assumptions

Financial forecasts are based on industry-accepted factors or, “assumptions.” These assumptions include enrollment and average daily attendance, unduplicated pupil counts, cost of living allowance (COLA) increases from the state, and other statutory costs associated with retirement systems and health care. Other costs include payroll step and column movements, utilities, insurance premiums, consumable materials, and service contracts.

A significant factor in the assumptions used for 2023-24 is a COLA of 8.2

2%. The Governor’s May Revise budget uses the savings from the reduction of one-time state block grants to reach this COLA percentage. The revenue section will discuss the impact of this proposal. Average Daily Attendance (ADA) increased by .9% overall from 2022-23 to 93.5%. The rise in ADA, however, will be offset to a large degree by the reduction of funded ADA based on a three-year rolling average used to determine the district's share of the Local Control Funding Formula (LCFF). This calculation methodology was approved in 2021-22 to reduce the strain of declining enrollment on school districts gradually allowing MUSD to avoid a, “funding cliff.” The Unduplicated Pupil Percentage (UPP) also uses a 3-year average and is projected to decrease due to changes in income verification requirements post-pandemic. Other assumptions include an increase in the Public Employee Retirement System (PERS) contributions and a spike in health care costs for 2023-24.

Assumptions	2023-24	2024-25	2025-26
Enrollment	3,778	3,711	3,708
ADA %	93.5%	93.5%	93.5%
Actual ADA	3,525	3,518	3,455
Funded ADA	3,722	3,578	3,496
Unduplicated Pupil Percentage (UPP)	38.7%	35.92%	32.53%
COLA	8.22%	3.94%	3.29%
CA Consumer Price Index	3.54%	3.02%	2.64%
STRS Employer Rates	19.1%	19.1%	19.1%
PERS Employer Rates	26.68%	27.7%	28.3%
Health and Welfare Increase	7.5%	5%	5%

Revenues

School districts receive revenue from the state, local property taxes, and the federal government. Proposition 98 sets the minimum support the state must provide to Local Education Agencies (LEAs) utilizing the LCFF. The LCFF includes base, supplemental, and concentration grants. The LCFF base allocation is determined by multiplying average daily attendance (ADA) by grade span amounts. Additional LCFF funding is received for each designated unduplicated pupil (low-income, foster, homeless, English learner) for the supplemental grant. For those districts with unduplicated pupil counts greater than 55%, a concentration grant is added to their revenue. MUSD, based on its student subgroups receives the base and supplemental grants. The state will provide the difference between local property tax revenue and the total LCFF to districts as state aid. The federal government provides revenue to school districts mostly as categorical funding based on student subgroups (low-income and special education). They also provide for child nutrition, and recently, one-time Covid-19 relief funds.

Total revenues for 2023-24 are nearly \$6.4 million less than estimated actuals for the 2022-23 fiscal year. LCFF sources increased by \$1.4 million due to an 8.22% COLA. Declining enrollment and a shrinking unduplicated pupil count offset the sizeable COLA and project only a 3.1% increase in actual funding. The 5.12% difference is approximately \$2.27 million. Federal revenues decreased by \$2.5 million as a consequence of expiring one-time funds from the CARES Act (ESSER II and III resources). Other state fund revenues declined by \$4.3 million. The Governor's May Revise called for a 50% reduction to the Arts, Music, and Instructional Materials Block Grant (\$1.19 million after reduction) for all LEAs in the current fiscal year and a 32% reduction in the Learning Recovery Emergency Block Grant (\$2.78 million to be reduced in 2023-24 as funds were received in the 2022-23 fiscal year). If the LREBG is reduced the restricted beginning balance for 2023-24 will decrease by \$890 thousand. Other reductions include a Kitchen Infrastructure Grant (\$500K) and the Anti-Bias Education Grant (\$200K) all booked as revenue in the 2022-23 fiscal year. Increases to the Expanded Learning Opportunity Grant (\$240K) and other smaller accounts add to the totals for fiscal year 2023-24. Other Local Revenue is projected to decline as compared to estimated actuals due to the one-time realization of insurance claims (\$340K), Special Education funding (\$120K), and donations. Donations are not projected in the budget but will be included as received in the 1st Interim report in December.

Not shown in the revenue calculation is funding from Proposition 28 and transportation funds. The state has yet to publish the amounts and provisions on supplanting lack clarity with Prop 28. Funds are to be administered by each school site through their School Plan for Student Achievement (SPSA). Funds are to be used to increase programming with an estimated revenue of \$530K. The state has not published the principal apportionment for transportation funding for 2023-24. We are projected to receive approximately \$1 million. When funding is received, MUSD will post the revenue to the budget.

Revenues	Estimated Actuals	Budget 2023-24	Change
LCFF Sources	45,303,029	46,706,345	3.1%
Federal Revenue	5,086,148	2,581,760	-49.2%
Other State Revenue	10,207,917	5,896,937	-42.2%
Other Local Revenue	3,994,816	2,913,882	-27.2%
Total	64,591,910	58,098,924	-10.1%

Expenditures

Staffing expenditures are slightly reduced for certificated salaries and increased by \$1 million for classified employees. Certificated salaries include an additional workday for teachers as a pilot in the 2023-24 school year - the cost is assumed in the \$24.2 million projected. The increase in classified salaries is reflective of the district's attempt to fill vacancies, mostly in special education, by reducing contracted services. In the event suitable candidates are not available to fill vacancies, contracted services will be used again in 2023-24. The budget will be adjusted accordingly from classified salary expenditures to service/contracts. Books and supplies and services/contracts expenditures decreased considerably as the result of revenue reductions from one-time state fund expenditures.

Expenditures	Estimated Actuals	Budget 2023-24	Change
Certificated Salaries	24,603,732	24,237,379	-1.5%
Classified Salaries	5,993,408	6,998,919	16.8%
Benefits	15,720,350	17,319,903	10.2%
Books & Supplies	3,183,876	2,192,736	-31.1%
Services/Contracts	10,608,412	8,438,727	-20.5%
Capital Outlay	161,405	160,780	-0.4%
Other Outgo	777,858	1,174,290	51%
Other Outgo-Indirect Costs	(148,802)	(188,138)	26.4%
TOTAL	60,901,041	60,334,595	-0.9%

Multiyear Projections (MYP)

The primary objective of developing multiyear projections is to provide a financial planning framework that will enable the board and district to make budget decisions that strategically address current and future challenges. Assembly Bill (AB) 1200 and AB 2756 require multiyear financial projections and are part of the adopted budget and interim reporting process.

By law, districts are required to project revenues and expenditures for the budget year and the two subsequent fiscal years. When creating a multiyear projection, districts rely on a variety of assumptions and sources of information available at the time. Any forecast of financial data has inherent limitations because calculations are based on certain assumptions and criteria, including enrollment trends, cost-of-living increases, projected deferrals, forecasts of costs for utilities, fuel, and other consumables, and local, state, and national economic conditions. Consequently, projections are viewed as a “snapshot in time” and a trend based on certain criteria and assumptions rather than a prediction of exact numbers.

Unrestricted & Restricted	2023-2024	2024-2025	2025-2026
Total Revenues	58,098,924	57,017,743	57,177,162
Total Expenditures	60,334,595	59,990,087	58,868,522
Excess/Deficiency	(2,335,671)	(2,972,343)	(1,691,360)
Beginning Balance July 1	10,286,438	7,900,767	4,778,424
Ending Balance June 30	7,900,767	4,778,424	2,937,064
Required 3% Reserve (Unrestricted Only)	1,814,538	1,804,203	1,770,556
Ending Balance % (Unrestricted)	5.95%	4.81%	3%

Ending Fund Balance

Deficit spending occurs when the district spends more on current expenses than on current revenue. A structural deficit occurs when the district incurs a new decrease in fund balance following inter-fund transfers and contributions to restricted programs. Planned deficit spending occurs when the district has excess reserves. Beyond these planned events, the district needs to make budgetary adjustments to eliminate deficit spending to maintain appropriate reserve levels within the fund balance. When analyzing deficit spending, the district should focus on the unrestricted general fund because most restricted programs are self-supporting. If not, the unrestricted general fund must contribute to balancing the restricted resource, also called encroachment.

The Excess/Deficiency line is the most telling of the current fiscal position. Deficit spending resulted in a depleted ending reserve balance in the 2026 fiscal year with little margin to meet the 3% minimum reserve. At this rate, MUSD will be unable to sustain deficit spending in the 2027 fiscal year and still

meet the minimum 3% reserve. Expiring attendance relief measures, a decrease of a reported unduplicated student count, expiration of CARES Act funding, increased contributions to Special Education, and the 2022-23 salary increase of 9% have all contributed to deficit spending. The 2023-24 fiscal year and two subsequent years will draw down district reserves by \$7.35 million. By the end of 2025-26, the district will be able to meet its required 3% reserve but will need to reduce expenditures significantly to continue to meet the reserve requirement for the 2026-2027 year and beyond. Within the multiyear projection are varying amounts of reductions to staffing proportionate to declining enrollment and one-time funding expiration. Other reductions in supplies and contracted services are also calculated, but further reductions are required.

Other Fund Accounts

Also included in the Budget Report is data for other district funds, which are all fiscally solvent.

The Food Services department continues to function with a positive balance for the 2nd year in a row and is anticipating a remaining positive for 2023-24. The Deferred Maintenance fund received its first contribution of \$150,000 in the 2022-23 fiscal year and will continue per board resolution. Funds will be used to complete projects identified within the district's 25-year maintenance plan. The construction of John Swett Elementary and the modernization of Morello Park Elementary are expected to deplete funds 21 and 35. The remaining funds in 35 will be applied used for projects in the facility master plan as needed.

Fund	Description	Balance
08	Student Activity Special Revenue	331,583
11	Adult Education	424,336
13	Cafeteria Special Revenue Fund	470,642
14	Deferred Maintenance	287,500
20	Post-Employment Benefits (OPEB)	694,613
21	Building Fund	12,184.33
25	Capital Facilities Fund	8,773
35	County School Facilities Fund	3,043,121
40	Special Reserve Capital Outlay	586,073
51	Bond Interest	12,909,337
73	Donations	259,860

Conclusion

The Martinez Unified School District is projecting a positive certification for the next three fiscal years. However, the ending fund balance will be reduced sharply by 2025-26 as a result of deficit spending. COLAs amounts for current and future years are not sufficient to maintain programs at the status quo. The 8.22% COLA provided in the LCFF does not result in an increase in total revenue. When factoring in inflation and the potential loss of the Learning Recovery Emergency Block Grant, the district's ability to sustain its current programming is diminished. Further, with the end of one-time funding and attendance relief measures by the state, the district will need to reduce expenditures in the near term to maintain fiscal health.

Each district program beyond its base should be assessed and non-essential spending should be limited. Reductions should begin no later than the 2024-25 school year to minimize the impact on future years' budgets. Talks with labor partners related to salary increases should be weighed carefully against projected revenues, COLAs, and enrollment. Any increase in compensation will require corresponding reductions to meet the provisions of AB1200 for fiscal solvency.